

The Center for Research and Policy Making



INTRODUCING RELIGIOUS TEACHING IN THE PUBLIC
EDUCATION SYSTEM OF THE REPUBLIC OF MACEDONIA
- A Blueprint for a Programmatic Framework

Date: June 11, 2006
Place: Skopje, Macedonia

The Center for Research and Policy Making (CRPM) is an independent, non-profit research and policy institute, created in recognition of the pressing need for independent, in-depth analysis of the complex issues involved in promoting stability and prosperity in Macedonia and South Eastern Europe. CRPM consists of experts from the country, working as researchers in the organization, as well as external consultants in close contact with the organization. It seeks to offer timely, provocative policy analysis on the most pertinent issues in the region and has no 'hidden agenda', but seeks to promote democratization and economic transformation in the country. CRPM wants to influence policy makers and public opinion to accept certain solutions as to how to resolve the key issues in the country. It has no party, political or any other organizational affiliation.

The Organization aims at filling an important gap in the regional civil society environment, which lacks institutions directed at monitoring and critically viewing the policy-making process and its output from an informed and educated point of view, while at the same time offering a forum for discussion and publishing of works dealing with this subject matter. The standpoint from which it approaches certain issues is principled. The organization considers peace and stability as the first principles that should reign in the Balkan countries, and believes that the major political goal of Macedonia is the integration with the European Union.

CRPM's experienced and multidisciplinary team is committed to provide policy makers with relevant and timely analysis anchored in political and institutional realities. CRPM's research and analysis is directed towards ensuring that international strategy is based on a sound understanding of the complex political, economic and social environment in Macedonia, and the real impact of international programs. The practicality of the organization's recommendations is guaranteed by its close attention to empirical research. CRPM's think-tank's research is undertaken in the field by analysts with experience in participatory research and knowledge of the local languages. (Albanian, Macedonian, Serbian) Focusing on local research, its policy recommendations will be equally directed at international and domestic political actors. Seeking to develop a common vocabulary, CRPM promotes discussion and debate among the policy community. CRPM's efforts depend on the contributions of governments, corporations and private individuals to fund its activities.

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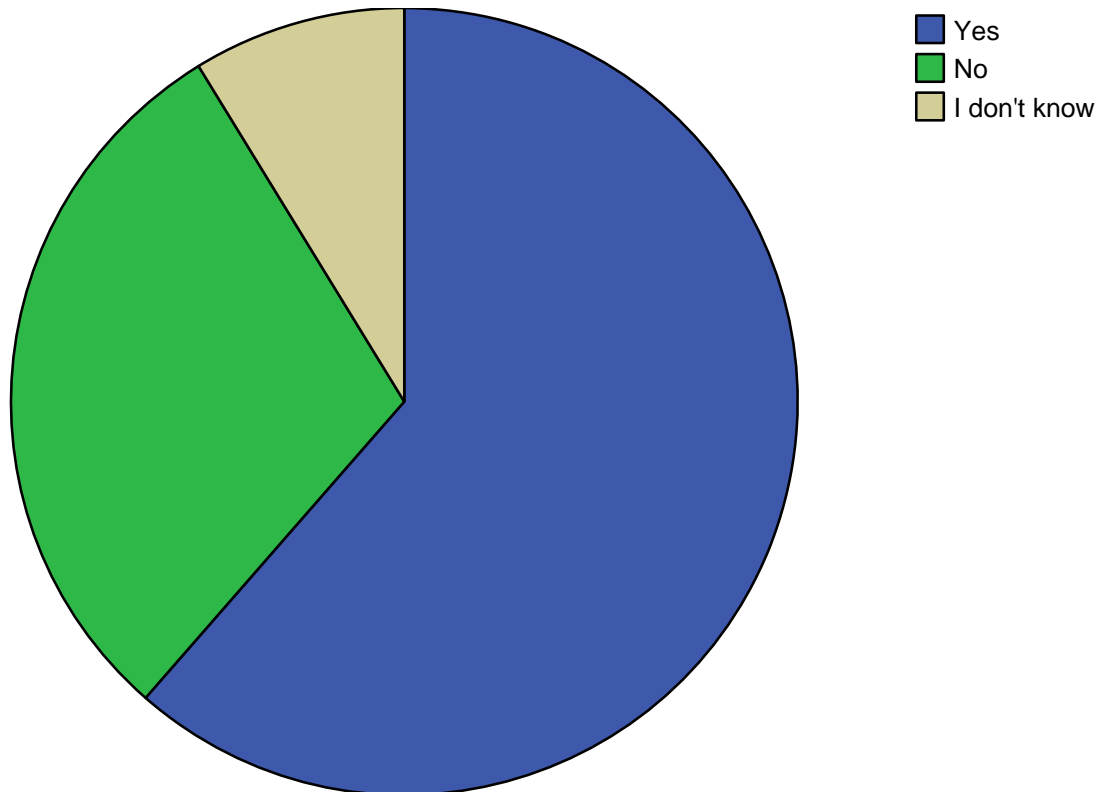
1. Summaries
2. Cross-tabulations: Sex, Age, Ethnicity, Religion, Education
3. Appendix: Sample Breakdown (Sex, Age, Ethnicity, Religion, Education, Place) and Questionnaire

Summaries

Should Religious Teaching be introduced in the Public Education System of the Republic of Macedonia?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	645	61.4	61.4	61.4
	No	313	29.8	29.8	91.2
	I don't know	92	8.8	8.8	100.0
	Total	1050	100.0	100.0	

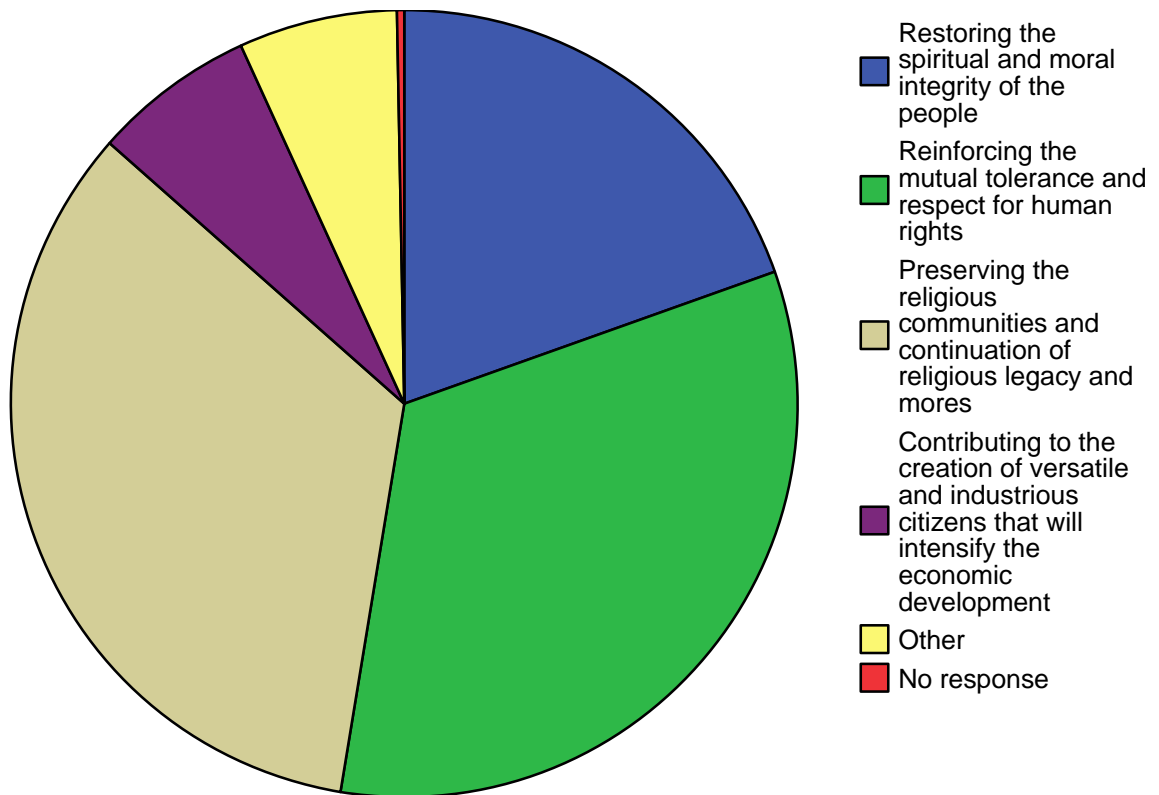
Should Religious Teaching be introduced in the Public Education System of the Republic of Macedonia?



What should be the main purpose of introducing religious teaching in the public education system?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Restoring the spiritual and moral integrity of the people	132	19.6	19.6	19.6
	Reinforcing the mutual tolerance and respect for human rights	223	33.0	33.0	52.6
	Preserving the religious communities and continuation of religious legacy and mores	229	33.9	33.9	86.5
	Contributing to the creation of versatile and industrious citizens that will intensify the economic development	45	6.7	6.7	93.2
	Other	44	6.5	6.5	99.7
	No response	2	.3	.3	100.0
	Total	675	100.0	100.0	

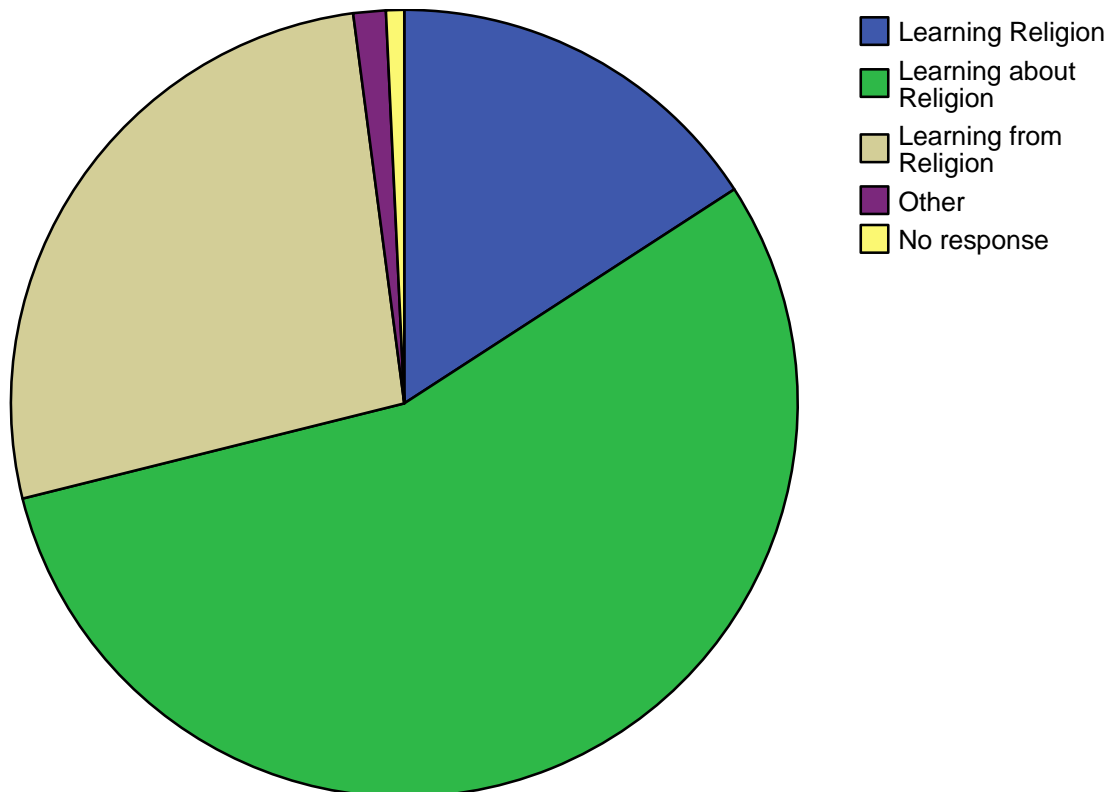
What should be the main purpose of introducing religious teaching in the public education system?



Which component of religious teaching should be emphasized?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Learning Religion	107	15.9	15.9	15.9
	Learning about Religion	373	55.3	55.3	71.1
	Learning from Religion	181	26.8	26.8	97.9
	Other	9	1.3	1.3	99.3
	No response	5	.7	.7	100.0
	Total	675	100.0	100.0	

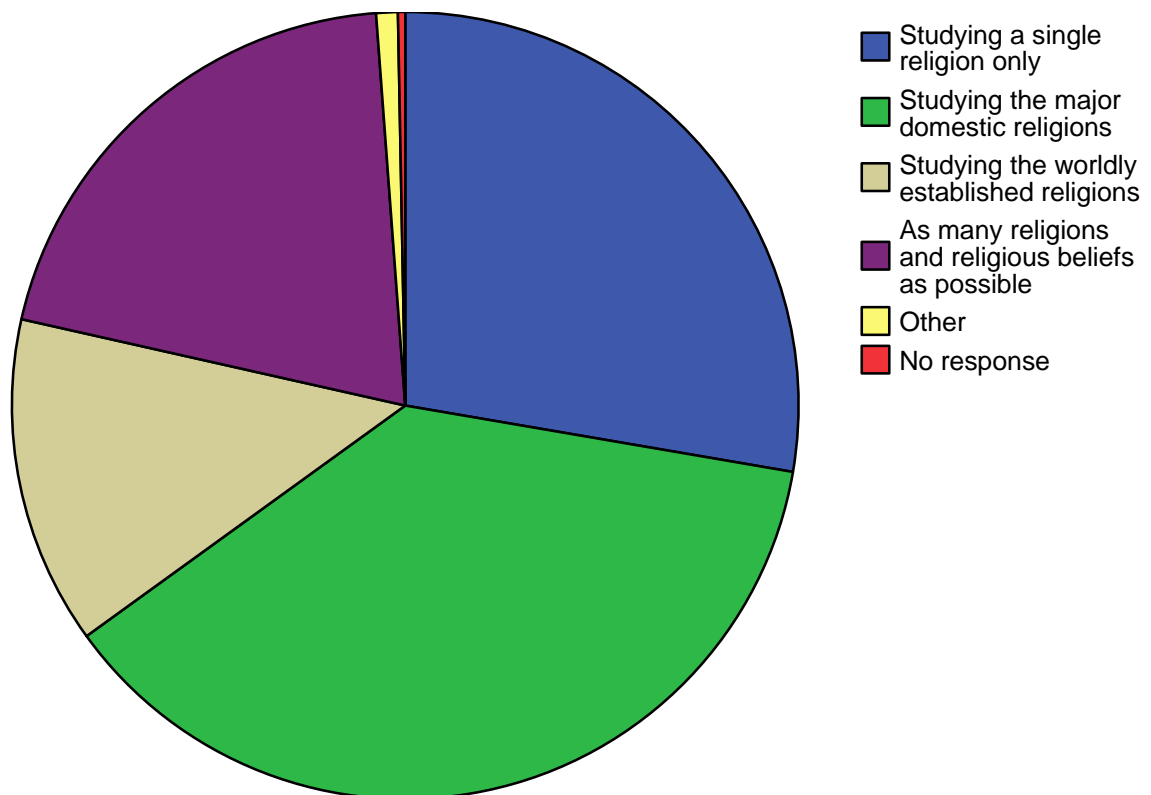
Which component of religious teaching should be emphasized?



What should the curriculum embrace?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Studying a single religion only	187	27.7	27.7	27.7
Studying the major domestic religions	252	37.3	37.3	65.0
Studying the worldly established religions	91	13.5	13.5	78.5
As many religions and religious beliefs as possible	137	20.3	20.3	98.8
Other	6	.9	.9	99.7
No response	2	.3	.3	100.0
Total	675	100.0	100.0	

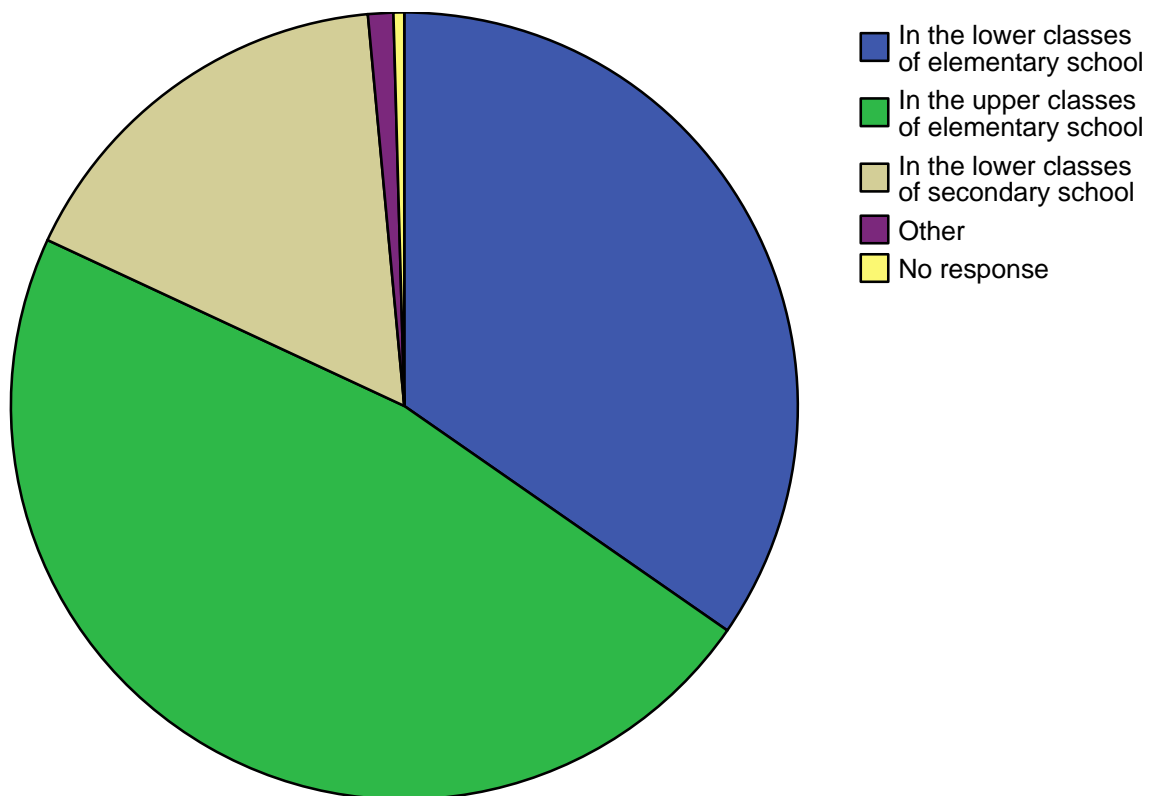
What should the curriculum embrace?



On which level of education should the religious teaching be inserted?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid In the lower classes of elementary school	234	34.7	34.7	34.7
In the upper classes of elementary school	319	47.3	47.3	81.9
In the lower classes of secondary school	112	16.6	16.6	98.5
Other	7	1.0	1.0	99.6
No response	3	.4	.4	100.0
Total	675	100.0	100.0	

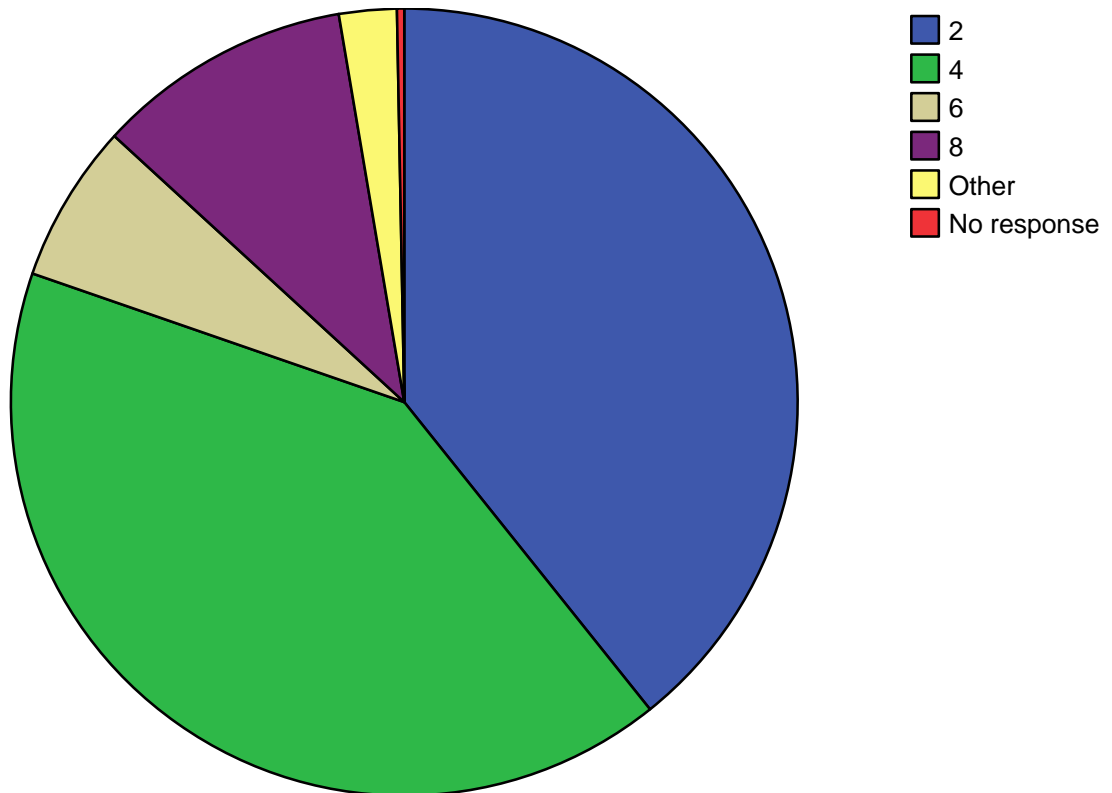
On which level of education should the religious teaching be inserted?



How many years should it be studied?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	265	39.3	39.3	39.3
	4	277	41.0	41.0	80.3
	6	44	6.5	6.5	86.8
	8	71	10.5	10.5	97.3
	Other	16	2.4	2.4	99.7
	No response	2	.3	.3	100.0
	Total	675	100.0	100.0	

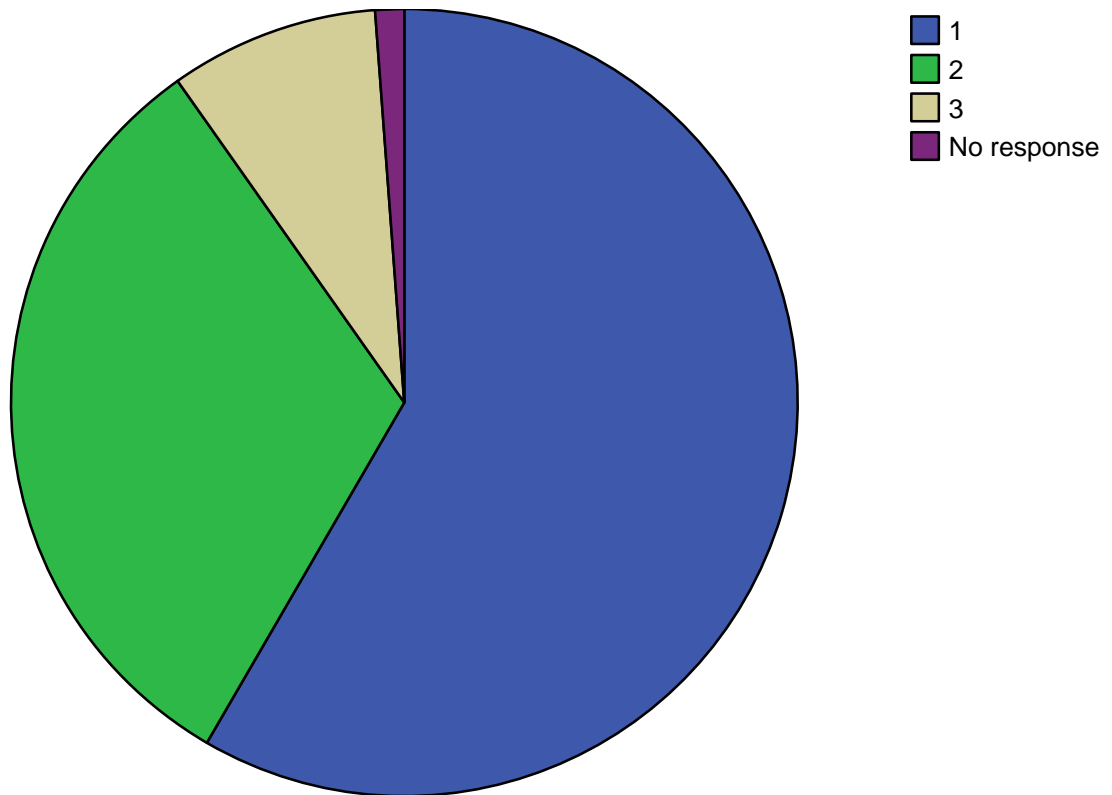
How many years should it be studied?



How many hours per week should be reserved for religious teaching?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	394	58.4	58.4	58.4
	2	215	31.9	31.9	90.2
	3	58	8.6	8.6	98.8
	No response	8	1.2	1.2	100.0
	Total	675	100.0	100.0	

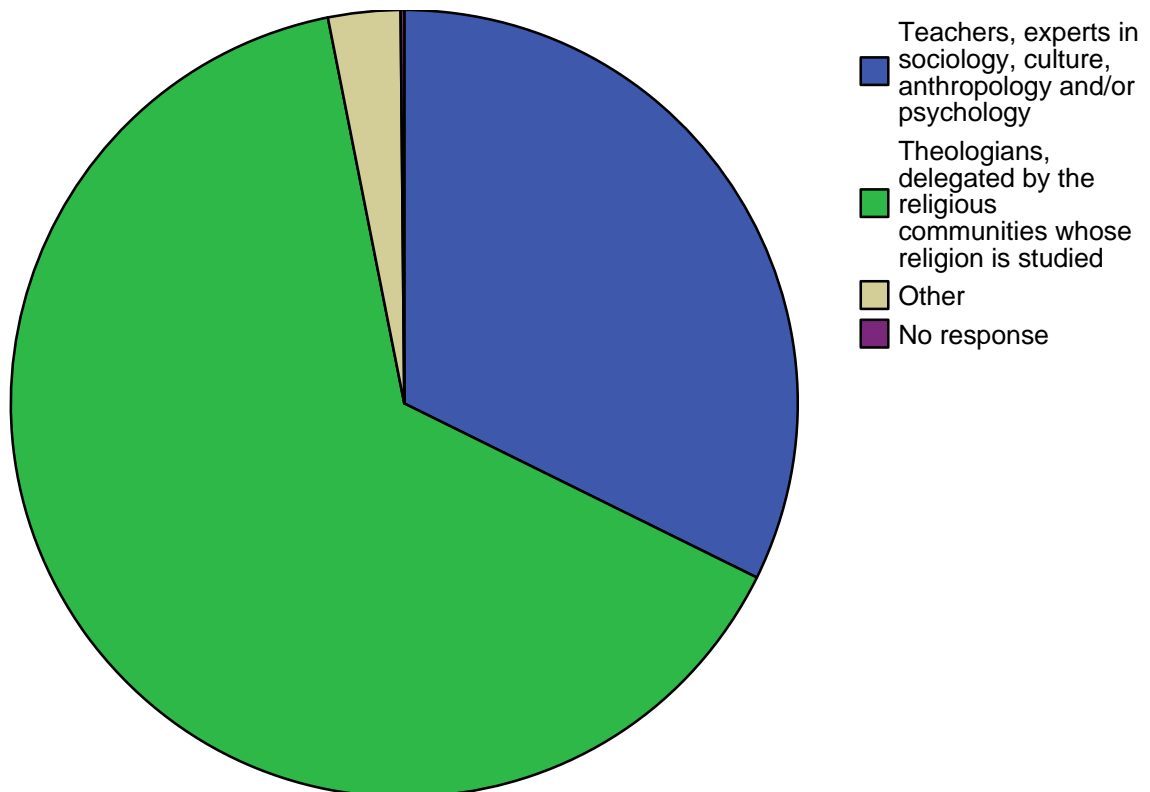
How many hours per week should be reserved for religious teaching?



Who should carry out the curriculum?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Teachers, experts in sociology, culture, anthropology and/or psychology	218	32.3	32.3	32.3
	Theologians, delegated by the religious communities whose religion is studied	436	64.6	64.6	96.9
	Other	20	3.0	3.0	99.9
	No response	1	.1	.1	100.0
	Total	675	100.0	100.0	

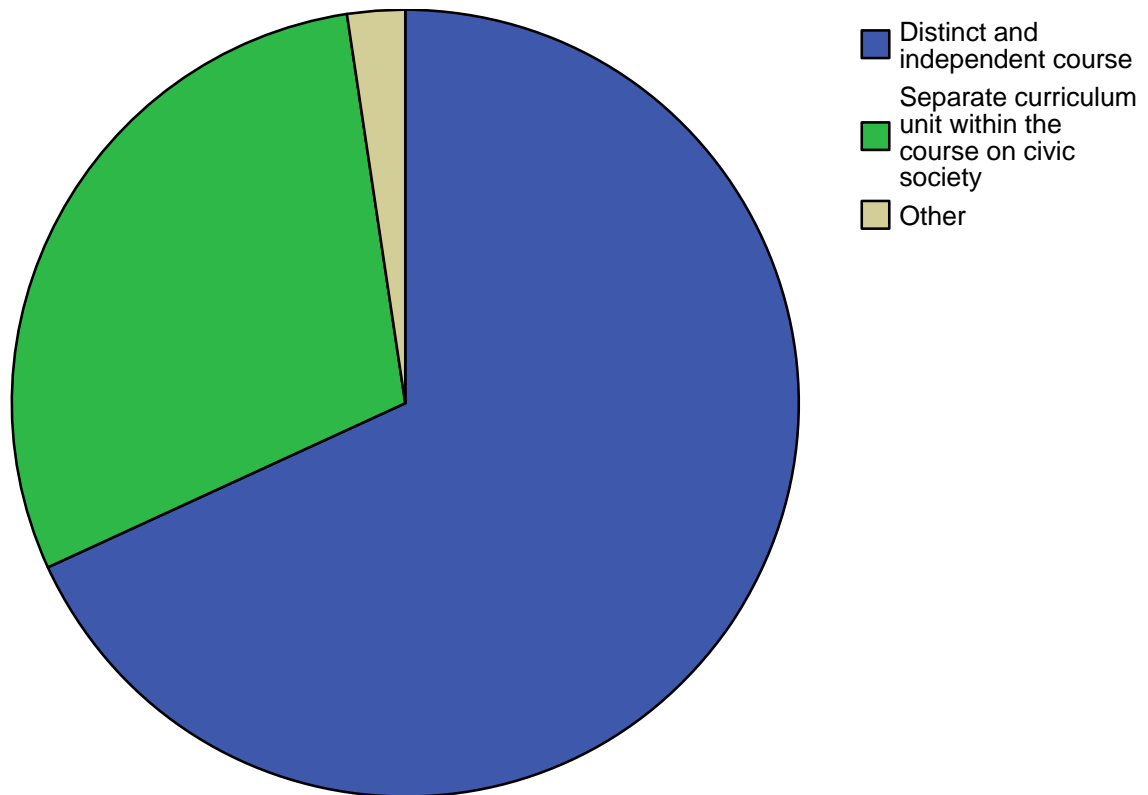
Who should carry out the curriculum?



What is the most appropriate form of carrying out the religious teaching?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Distinct and independent course	460	68.1	68.1	68.1
	Separate curriculum unit within the course on civic society	199	29.5	29.5	97.6
	Other	16	2.4	2.4	100.0
	Total	675	100.0	100.0	

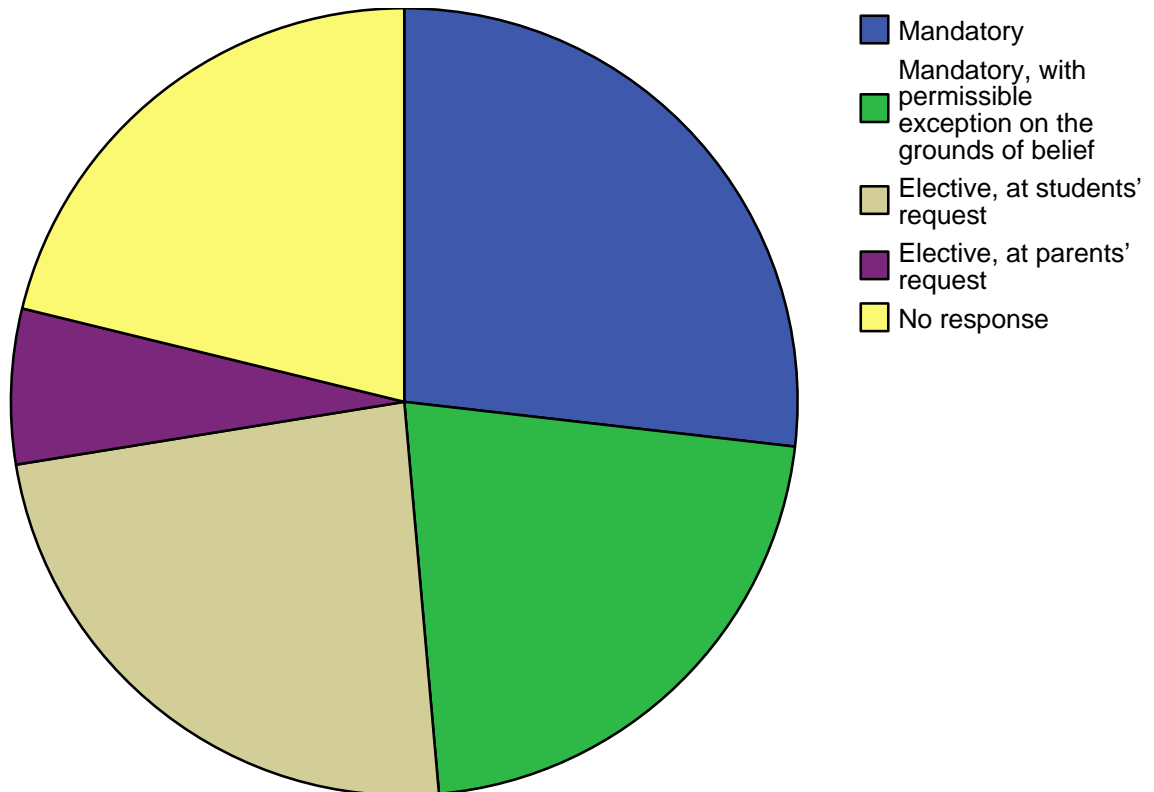
What is the most appropriate form of carrying out the religious teaching?



What kind of course should the religious teaching be?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Mandatory	181	26.8	26.8	26.8
	Mandatory, with permissible exception on the grounds of belief	147	21.8	21.8	48.6
	Elective, at students' request	161	23.9	23.9	72.4
	Elective, at parents' request	43	6.4	6.4	78.8
	No response	143	21.2	21.2	100.0
	Total	675	100.0	100.0	

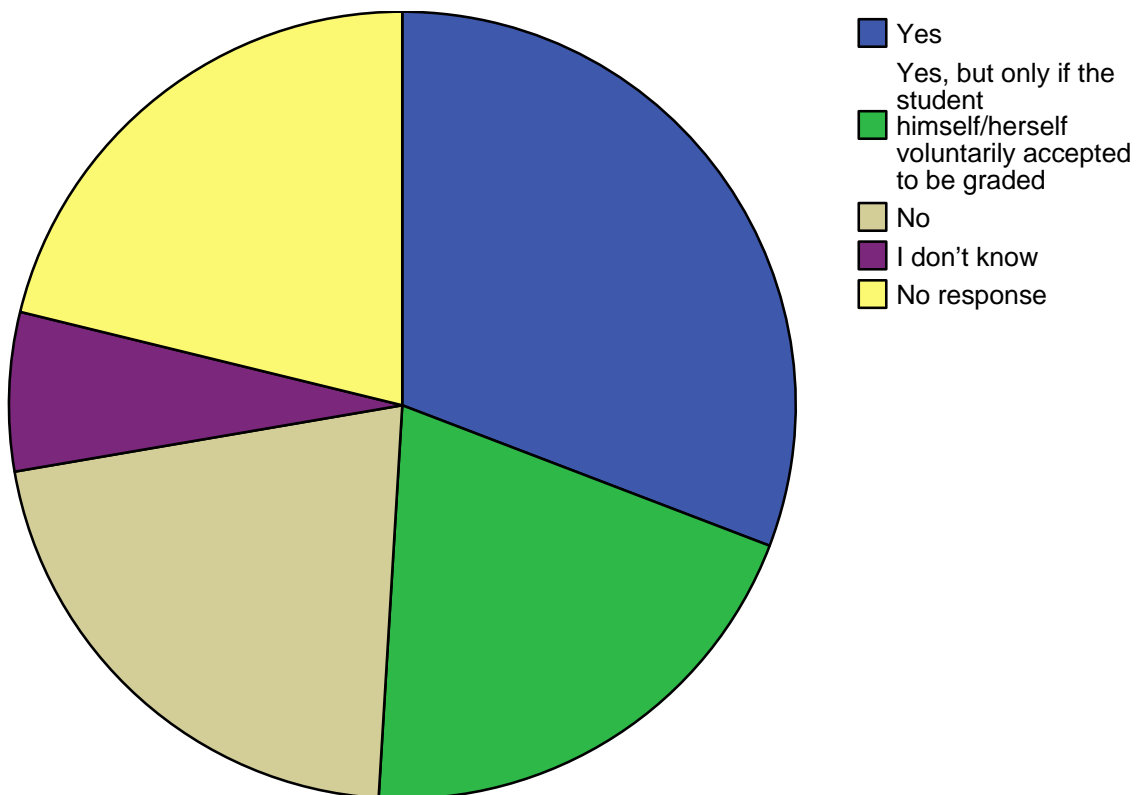
What kind of course should the religious teaching be?



Should the knowledge acquired in the course of religious teaching be graded?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	208	30.8	30.8	30.8
Yes, but only if the student himself/herself voluntarily accepted to be graded	136	20.1	20.1	51.0
No	144	21.3	21.3	72.3
I don't know	44	6.5	6.5	78.8
No response	143	21.2	21.2	100.0
Total	675	100.0	100.0	

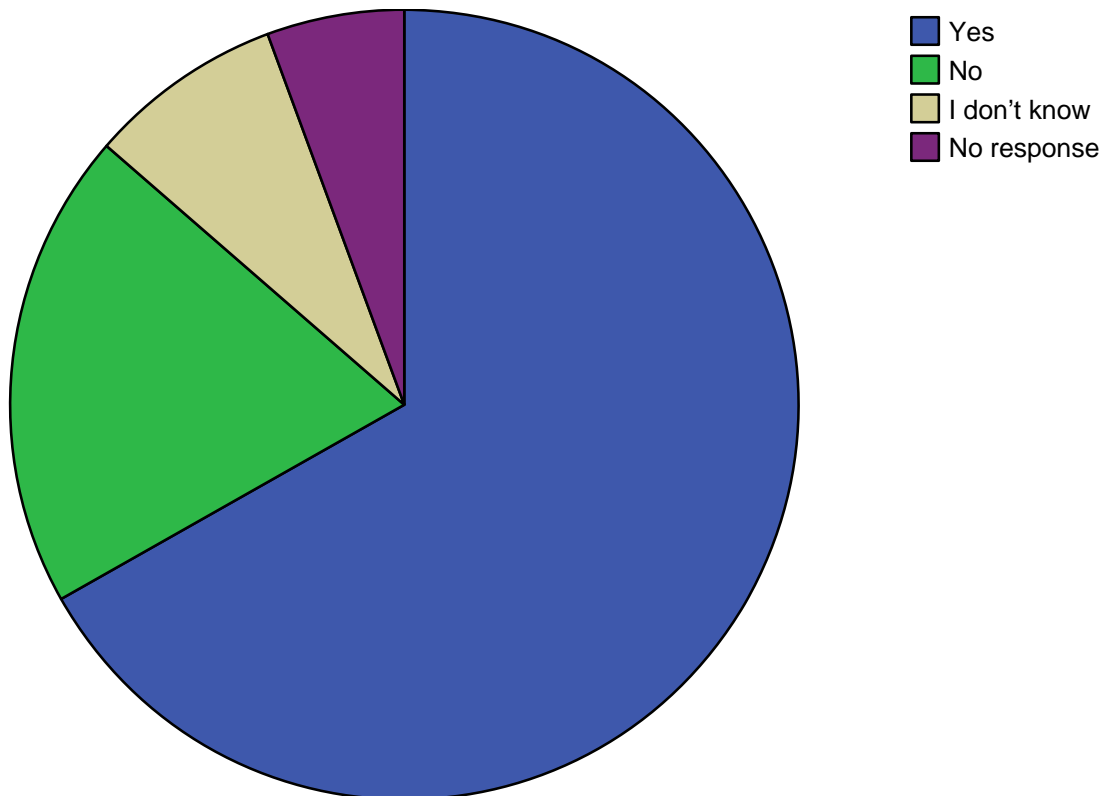
Should the knowledge acquired in the course of religious teaching be graded?



Should the course envisage practical assignments as well? (E.g. visiting religious sites, performing prayers etc.)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	451	66.8	66.8	66.8
	No	132	19.6	19.6	86.4
	I don't know	54	8.0	8.0	94.4
	No response	38	5.6	5.6	100.0
	Total	675	100.0	100.0	

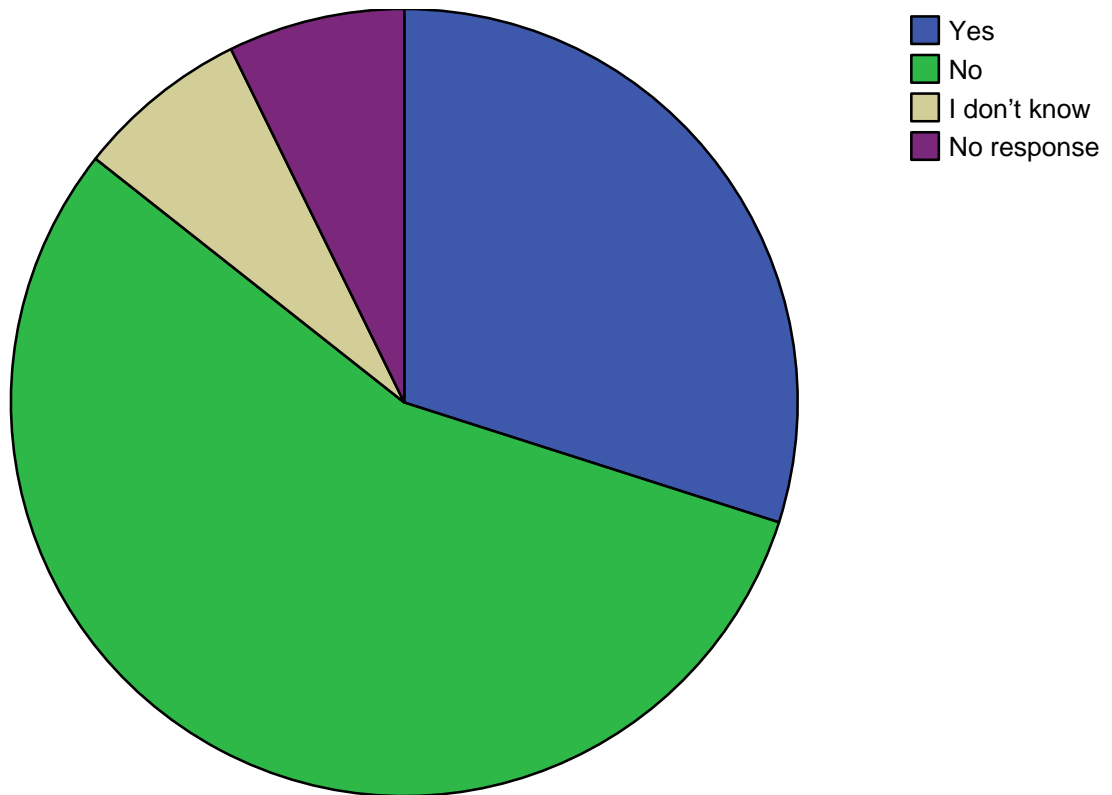
Should the course envisage practical assignments as well? (E.g. visiting religious sites, performing prayers etc.)



Should the students be separated on religious grounds during the classes?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	202	29.9	29.9	29.9
	No	376	55.7	55.7	85.6
	I don't know	48	7.1	7.1	92.7
	No response	49	7.3	7.3	100.0
	Total	675	100.0	100.0	

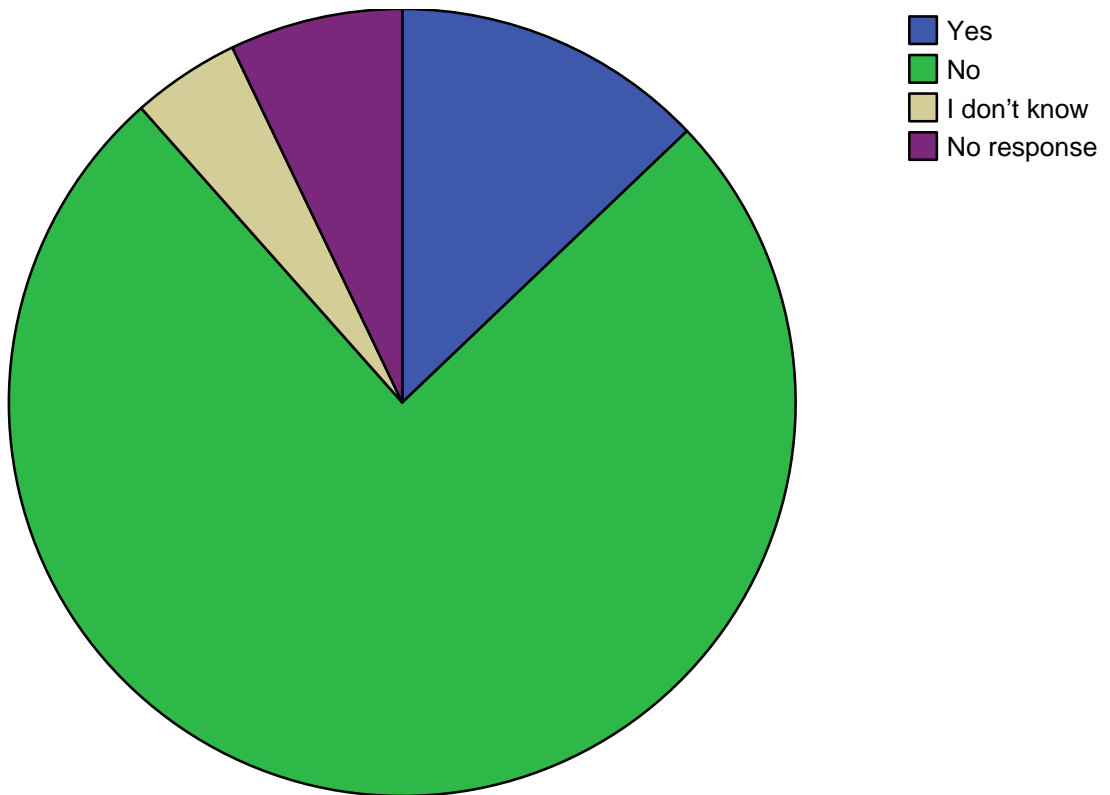
Should the students be separated on religious grounds during the classes?



Should the students be separated on the basis of their sex during the classes?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	87	12.9	12.9	12.9
No	510	75.6	75.6	88.4
I don't know	30	4.4	4.4	92.9
No response	48	7.1	7.1	100.0
Total	675	100.0	100.0	

Should the students be separated on the basis of their sex during the classes?

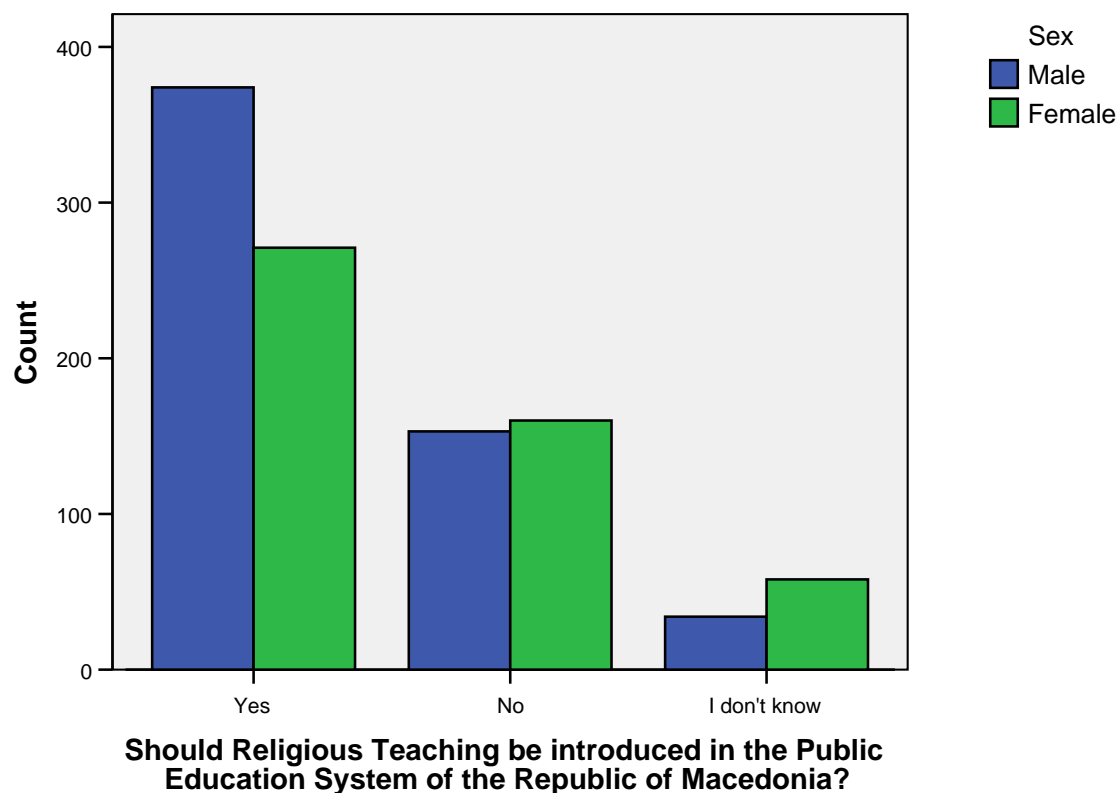


Cross-tabulations 1: SEX

Should Religious Teaching be introduced in the Public Education System of the Republic of Macedonia? * Sex Crosstabulation

			Sex		Total
			Male	Female	
Should Religious Teaching be introduced in the Public Education System of the Republic of Macedonia?	Yes	Count	374	271	645
		% within Sex	66.7%	55.4%	61.4%
	No	Count	153	160	313
		% within Sex	27.3%	32.7%	29.8%
	I don't know	Count	34	58	92
		% within Sex	6.1%	11.9%	8.8%
Total	Count	561	489	1050	
	% within Sex	100.0%	100.0%	100.0%	

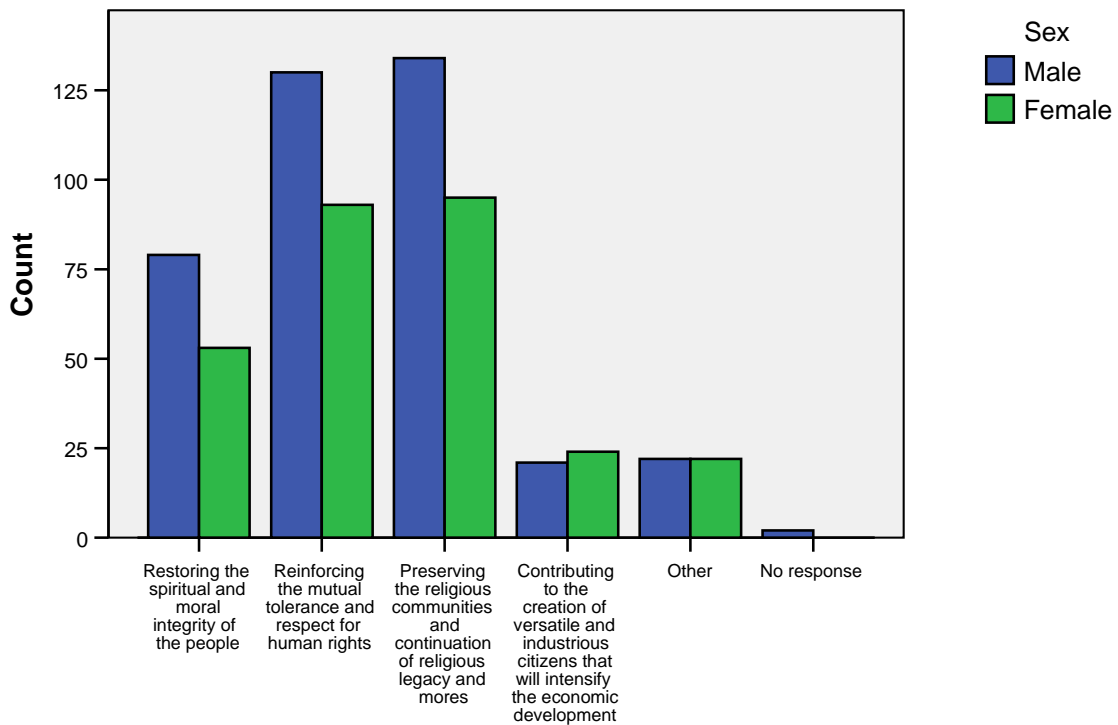
Bar Chart



What should be the main purpose of introducing religious teaching in the public education system? * Sex Crosstabulation

			Sex		Total
			Male	Female	
What should be the main purpose of introducing religious teaching in the public education system?	Restoring the spiritual and moral integrity of the people	Count	79	53	132
		% within Sex	20.4%	18.5%	19.6%
	Reinforcing the mutual tolerance and respect for human rights	Count	130	93	223
		% within Sex	33.5%	32.4%	33.0%
	Preserving the religious communities and	Count	134	95	229
		% within Sex	34.5%	33.1%	33.9%
	Contributing to the creation of versatile and	Count	21	24	45
		% within Sex	5.4%	8.4%	6.7%
	Other	Count	22	22	44
		% within Sex	5.7%	7.7%	6.5%
	No response	Count	2	0	2
		% within Sex	.5%	.0%	.3%
Total		Count	388	287	675
		% within Sex	100.0%	100.0%	100.0%

Bar Chart

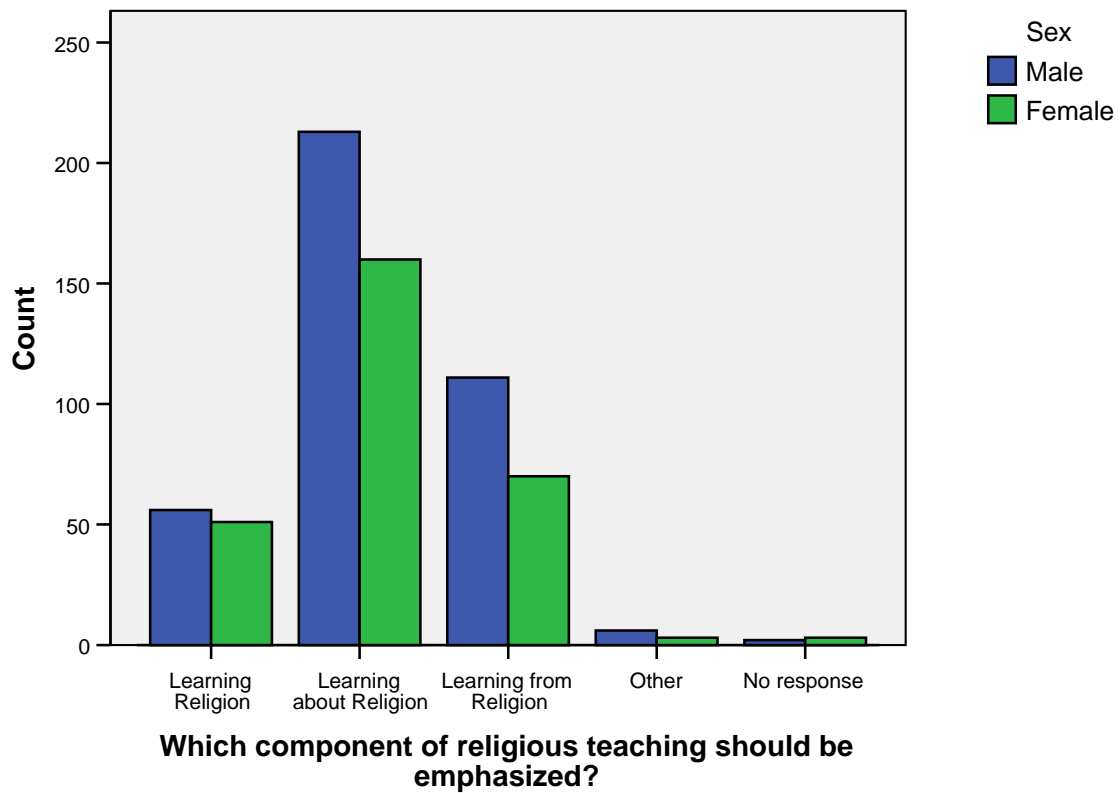


What should be the main purpose of introducing ...

Which component of religious teaching should be emphasized? * Sex Crosstabulation

			Sex		Total
			Male	Female	
Which component of religious teaching should be emphasized?	Learning Religion	Count	56	51	107
		% within Sex	14.4%	17.8%	15.9%
	Learning about Religion	Count	213	160	373
		% within Sex	54.9%	55.7%	55.3%
	Learning from Religion	Count	111	70	181
		% within Sex	28.6%	24.4%	26.8%
	Other	Count	6	3	9
		% within Sex	1.5%	1.0%	1.3%
	No response	Count	2	3	5
		% within Sex	.5%	1.0%	.7%
Total	Count	388	287	675	
	% within Sex	100.0%	100.0%	100.0%	

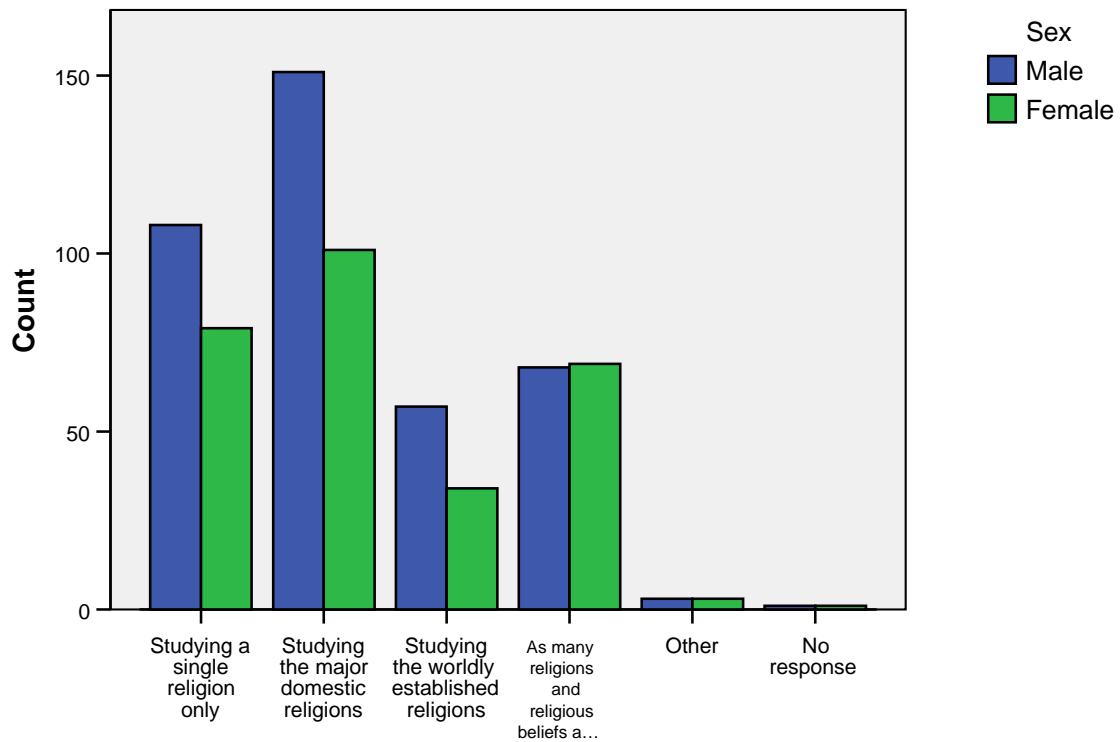
Bar Chart



What should the curriculum embrace? * Sex Crosstabulation

			Sex		Total
			Male	Female	
What should the curriculum embrace?	Studying a single religion only	Count	108	79	187
		% within Sex	27.8%	27.5%	27.7%
	Studying the major domestic religions	Count	151	101	252
		% within Sex	38.9%	35.2%	37.3%
	Studying the worldly established religions	Count	57	34	91
		% within Sex	14.7%	11.8%	13.5%
	As many religions and religious beliefs	Count	68	69	137
		% within Sex	17.5%	24.0%	20.3%
	Other	Count	3	3	6
		% within Sex	.8%	1.0%	.9%
	No response	Count	1	1	2
		% within Sex	.3%	.3%	.3%
Total	Count	388	287	675	
	% within Sex	100.0%	100.0%	100.0%	

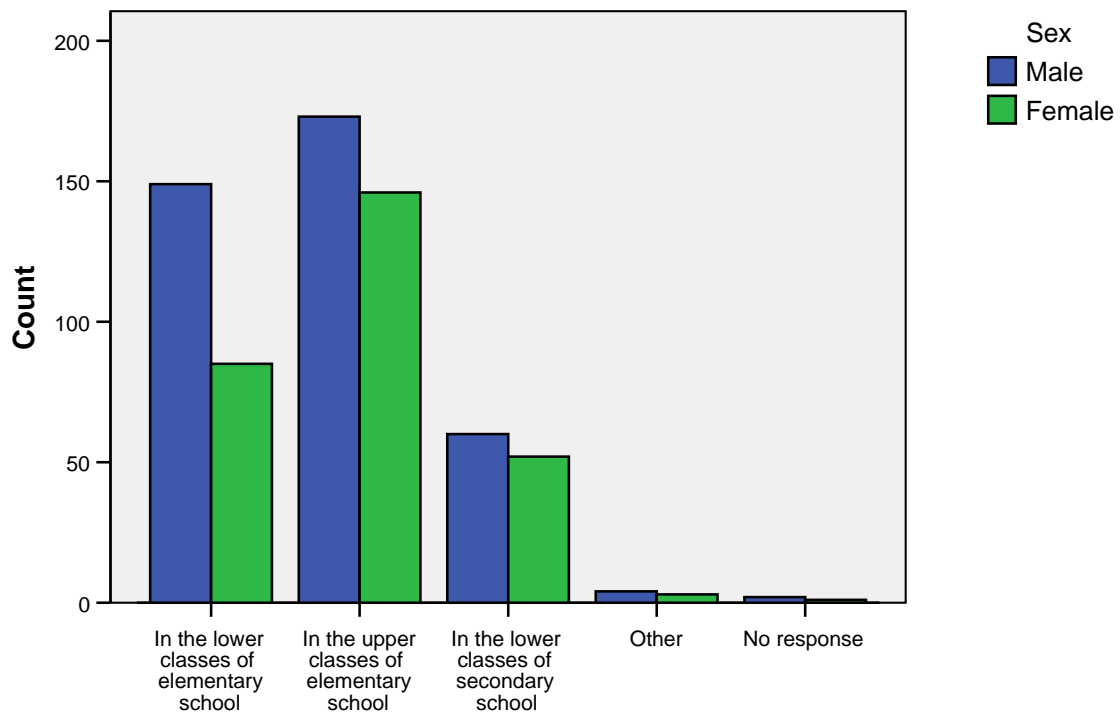
Bar Chart



On which level of education should the religious teaching be inserted? * Sex Crosstabulation

			Sex		Total
			Male	Female	
On which level of education should the religious teaching be inserted?	In the lower classes of elementary school	Count	149	85	234
		% within Sex	38.4%	29.6%	34.7%
	In the upper classes of elementary school	Count	173	146	319
		% within Sex	44.6%	50.9%	47.3%
	In the lower classes of secondary school	Count	60	52	112
		% within Sex	15.5%	18.1%	16.6%
	Other	Count	4	3	7
		% within Sex	1.0%	1.0%	1.0%
	No response	Count	2	1	3
		% within Sex	.5%	.3%	.4%
Total	Count	388	287	675	
	% within Sex	100.0%	100.0%	100.0%	

Bar Chart

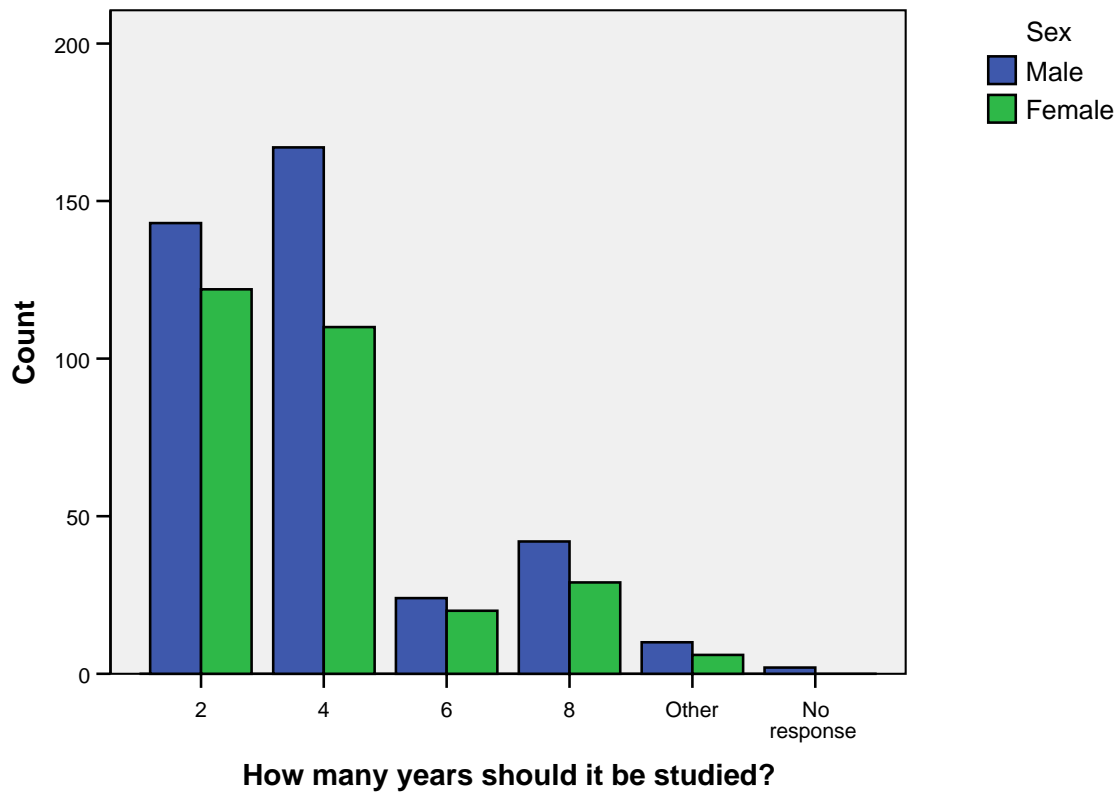


On which level of education should the religious teaching be inserted?

How many years should it be studied? * Sex Crosstabulation

			Sex		Total
			Male	Female	
How many years should it be studied?	2	Count	143	122	265
		% within Sex	36.9%	42.5%	39.3%
	4	Count	167	110	277
		% within Sex	43.0%	38.3%	41.0%
	6	Count	24	20	44
		% within Sex	6.2%	7.0%	6.5%
	8	Count	42	29	71
		% within Sex	10.8%	10.1%	10.5%
	Other	Count	10	6	16
		% within Sex	2.6%	2.1%	2.4%
	No response	Count	2	0	2
		% within Sex	.5%	.0%	.3%
Total	Count	388	287	675	
	% within Sex	100.0%	100.0%	100.0%	

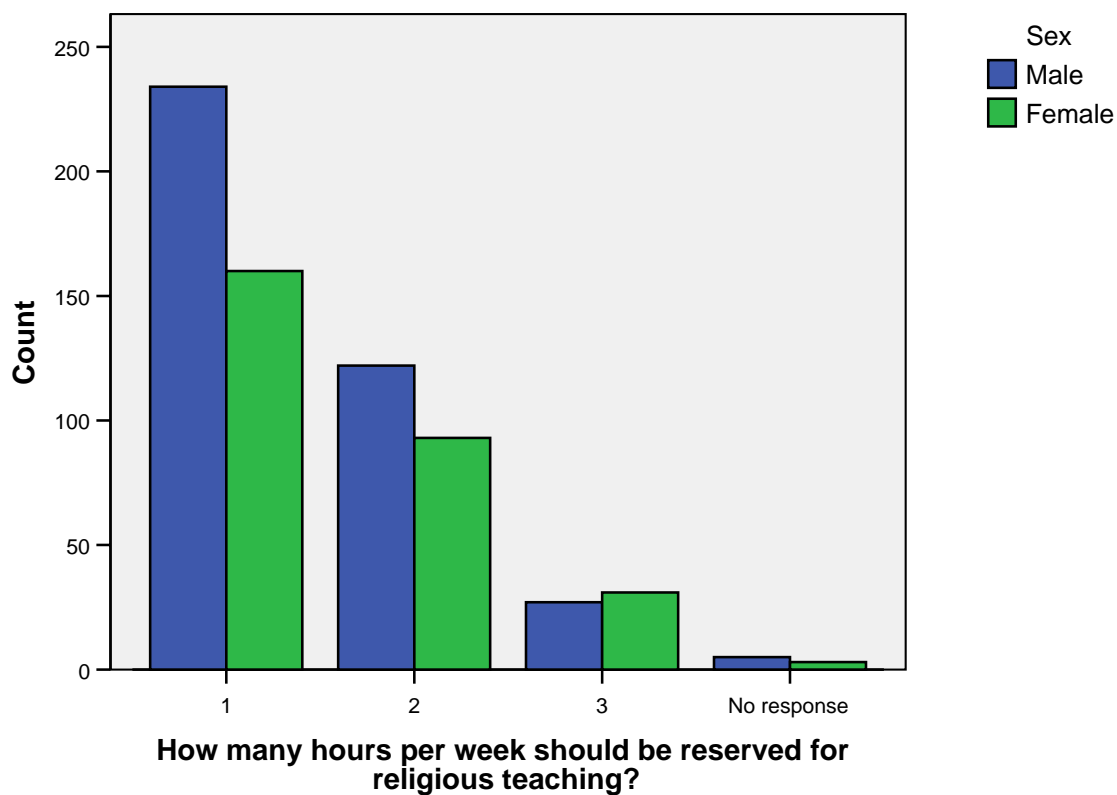
Bar Chart



How many hours per week should be reserved for religious teaching? * Sex
Crosstabulation

			Sex		Total
			Male	Female	
How many hours per week should be reserved for religious teaching?	1	Count	234	160	394
		% within Sex	60.3%	55.7%	58.4%
	2	Count	122	93	215
		% within Sex	31.4%	32.4%	31.9%
	3	Count	27	31	58
		% within Sex	7.0%	10.8%	8.6%
	No response	Count	5	3	8
		% within Sex	1.3%	1.0%	1.2%
Total	Count	388	287	675	
	% within Sex	100.0%	100.0%	100.0%	

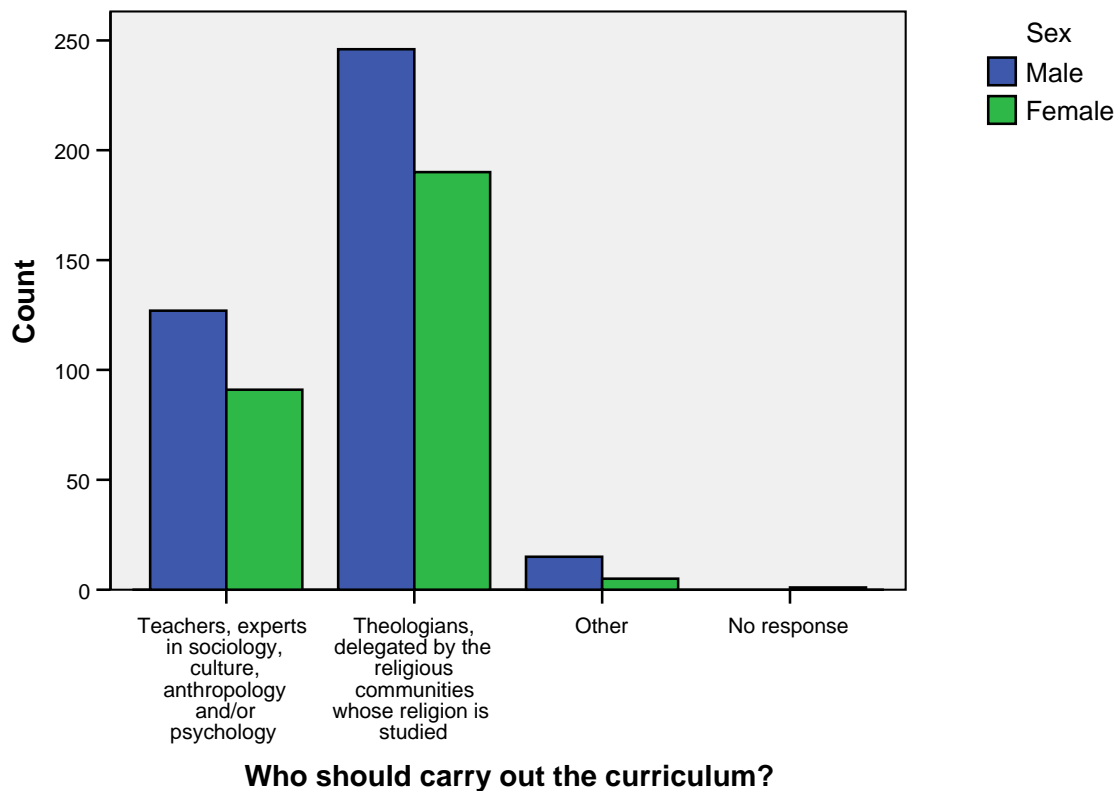
Bar Chart



Who should carry out the curriculum? * Sex Crosstabulation

			Sex		Total
			Male	Female	
Who should carry out the curriculum?	Teachers, experts in sociology, culture, anthropology and/or psychology	Count	127	91	218
		% within Sex	32.7%	31.7%	32.3%
	Theologians, delegated by the religious communities whose religion is studied	Count	246	190	436
		% within Sex	63.4%	66.2%	64.6%
	Other	Count	15	5	20
		% within Sex	3.9%	1.7%	3.0%
	No response	Count	0	1	1
		% within Sex	.0%	.3%	.1%
Total	Count	388	287	675	
	% within Sex	100.0%	100.0%	100.0%	

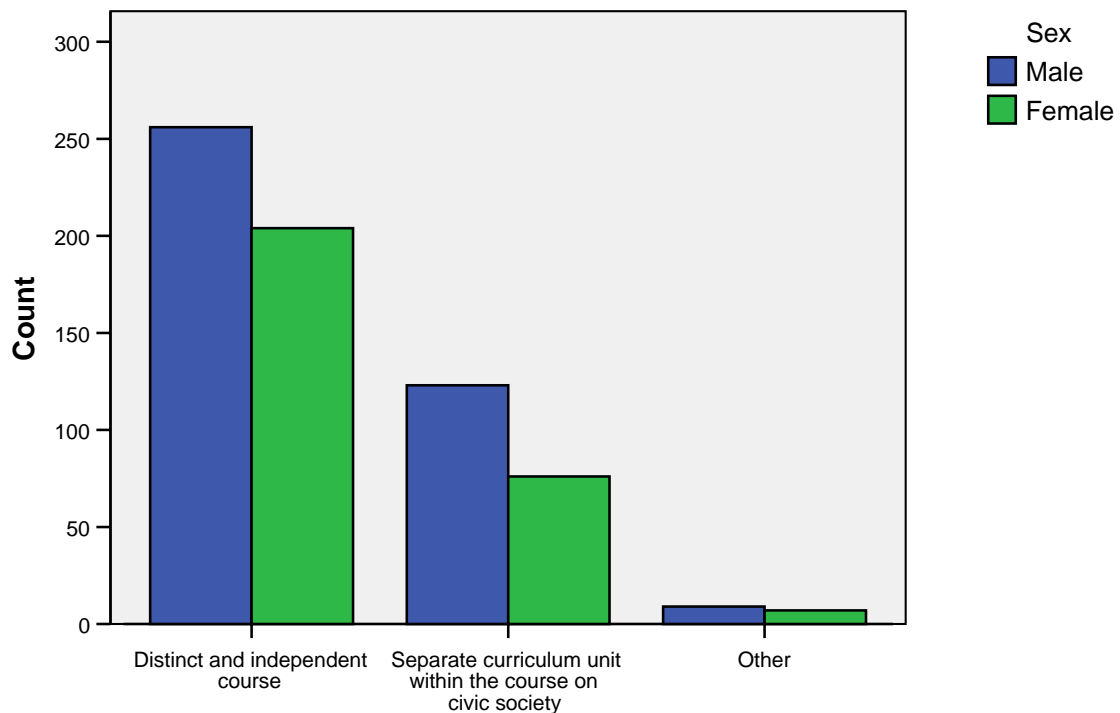
Bar Chart



What is the most appropriate form of carrying out the religious teaching? * Sex
Crosstabulation

			Sex		Total
			Male	Female	
What is the most appropriate form of carrying out the religious teaching?	Distinct and independent course	Count	256	204	460
		% within Sex	66.0%	71.1%	68.1%
	Separate curriculum unit within the course on civic society	Count	123	76	199
		% within Sex	31.7%	26.5%	29.5%
	Other	Count	9	7	16
		% within Sex	2.3%	2.4%	2.4%
Total	Count	388	287	675	
	% within Sex	100.0%	100.0%	100.0%	

Bar Chart

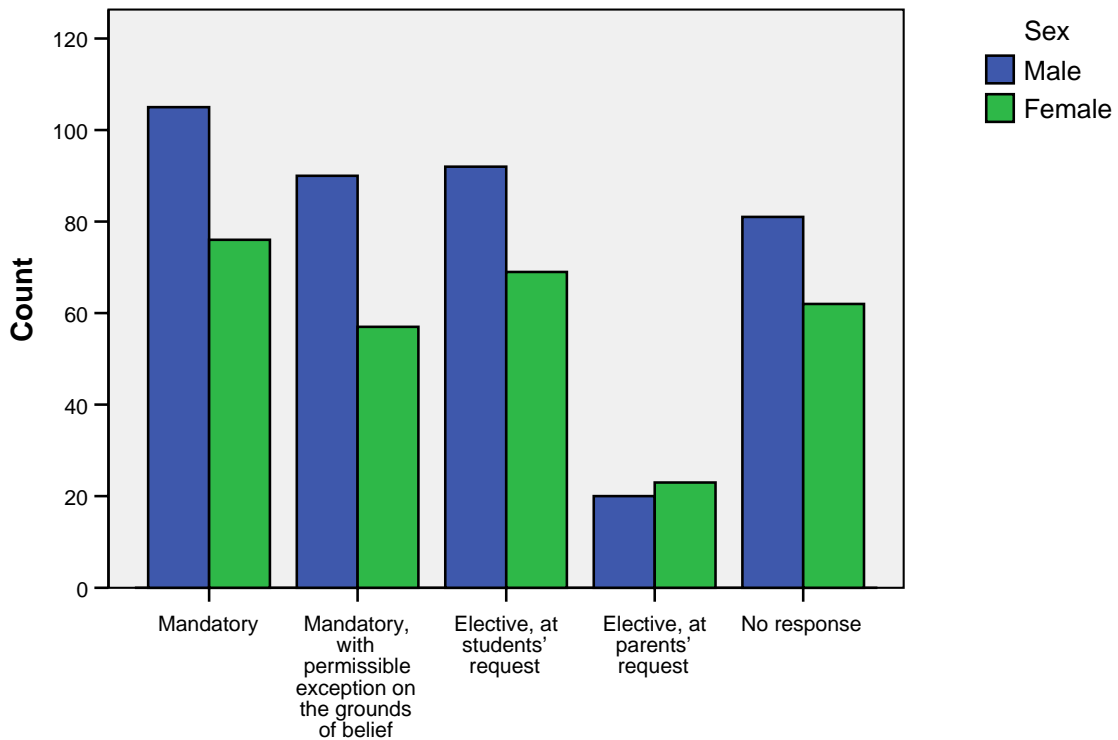


What is the most appropriate form of carrying out the religious teaching?

What kind of course should the religious teaching be? * Sex Crosstabulation

			Sex		Total
			Male	Female	
What kind of course should the religious teaching be?	Mandatory	Count	105	76	181
		% within Sex	27.1%	26.5%	26.8%
	Mandatory, with permissible exception on the grounds of belief	Count	90	57	147
		% within Sex	23.2%	19.9%	21.8%
	Elective, at students' request	Count	92	69	161
		% within Sex	23.7%	24.0%	23.9%
	Elective, at parents' request	Count	20	23	43
		% within Sex	5.2%	8.0%	6.4%
	No response	Count	81	62	143
		% within Sex	20.9%	21.6%	21.2%
Total	Count	388	287	675	
	% within Sex	100.0%	100.0%	100.0%	

Bar Chart

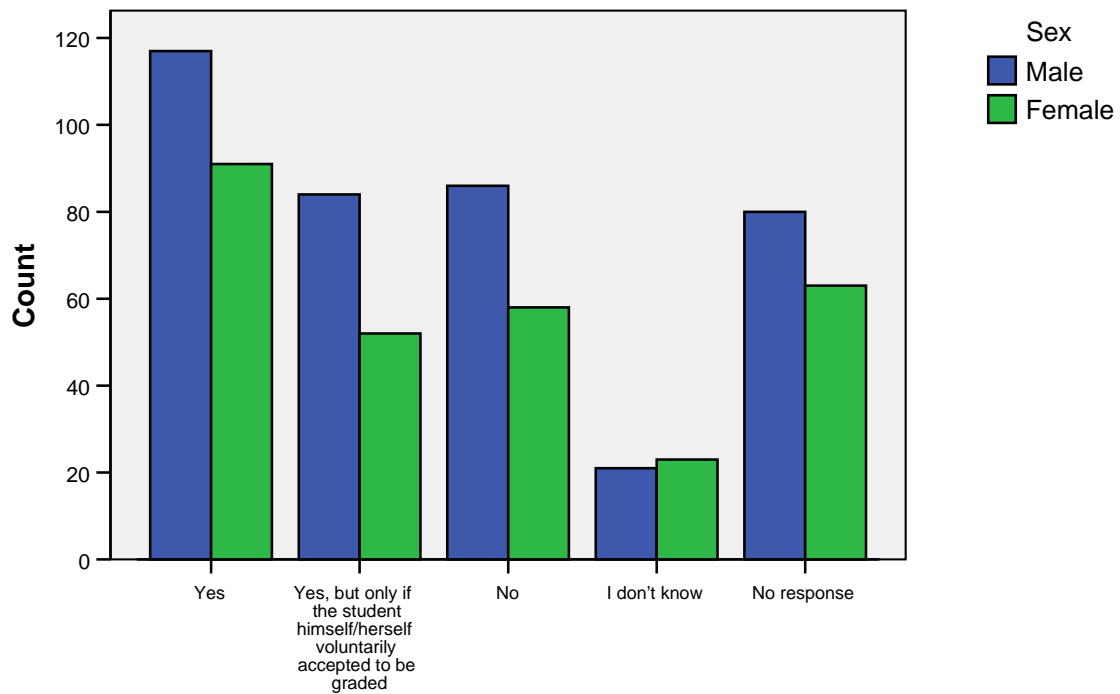


What kind of course should the religious teaching be?

Should the knowledge acquired in the course of religious teaching be graded? * Sex
Crosstabulation

			Sex		Total
			Male	Female	
Should the knowledge acquired in the course of religious teaching be graded?	Yes	Count	117	91	208
		% within Sex	30.2%	31.7%	30.8%
	Yes, but only if the student himself/herself voluntarily accepted to be graded	Count	84	52	136
		% within Sex	21.6%	18.1%	20.1%
	No	Count	86	58	144
		% within Sex	22.2%	20.2%	21.3%
	I don't know	Count	21	23	44
		% within Sex	5.4%	8.0%	6.5%
	No response	Count	80	63	143
		% within Sex	20.6%	22.0%	21.2%
Total	Count	388	287	675	
	% within Sex	100.0%	100.0%	100.0%	

Bar Chart

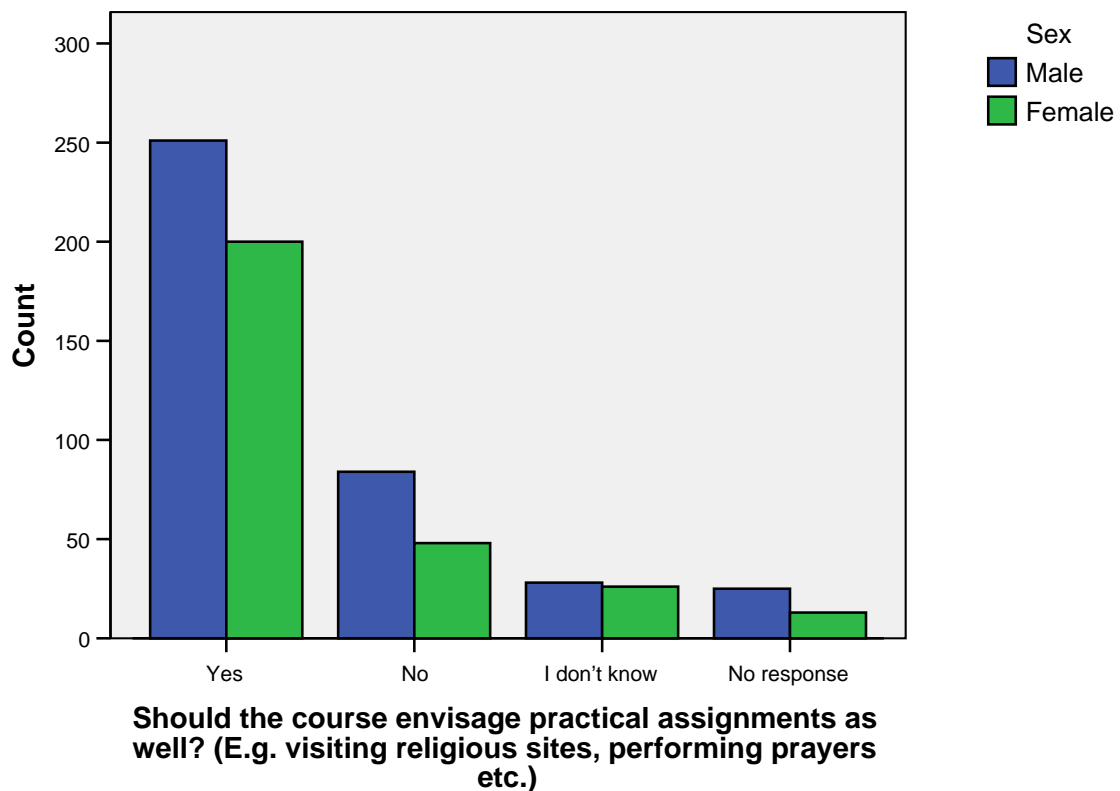


Should the knowledge acquired in the course of religious teaching be graded?

Should the course envisage practical assignments as well? (E.g. visiting religious sites, performing prayers etc.) * Sex Crosstabulation

			Sex		Total
			Male	Female	
Should the course envisage practical assignments as well? (E. g. visiting religious sites, performing prayers etc.)	Yes	Count	251	200	451
		% within Sex	64.7%	69.7%	66.8%
	No	Count	84	48	132
		% within Sex	21.6%	16.7%	19.6%
	I don't know	Count	28	26	54
		% within Sex	7.2%	9.1%	8.0%
	No response	Count	25	13	38
		% within Sex	6.4%	4.5%	5.6%
Total	Count	388	287	675	
	% within Sex	100.0%	100.0%	100.0%	

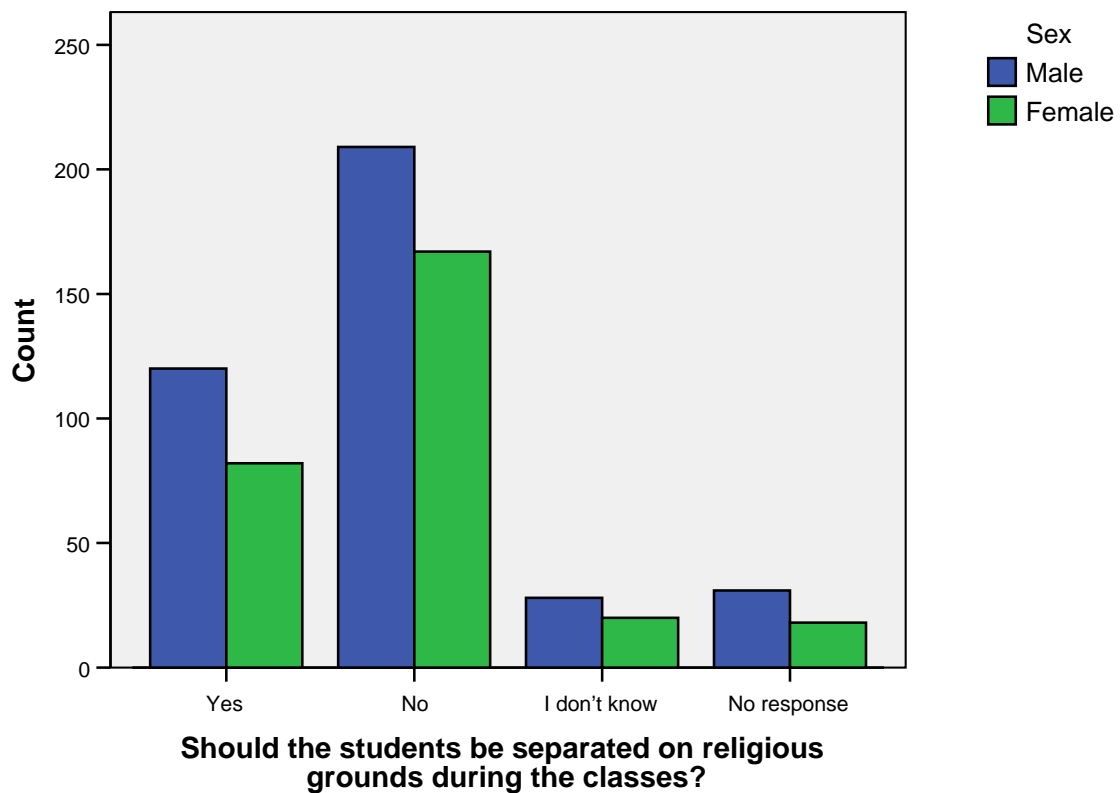
Bar Chart



**Should the students be separated on religious grounds during the classes? * Sex
Crosstabulation**

			Sex		Total
			Male	Female	
Should the students be separated on religious grounds during the classes?	Yes	Count	120	82	202
		% within Sex	30.9%	28.6%	29.9%
	No	Count	209	167	376
		% within Sex	53.9%	58.2%	55.7%
	I don't know	Count	28	20	48
		% within Sex	7.2%	7.0%	7.1%
	No response	Count	31	18	49
		% within Sex	8.0%	6.3%	7.3%
Total	Count	388	287	675	
	% within Sex	100.0%	100.0%	100.0%	

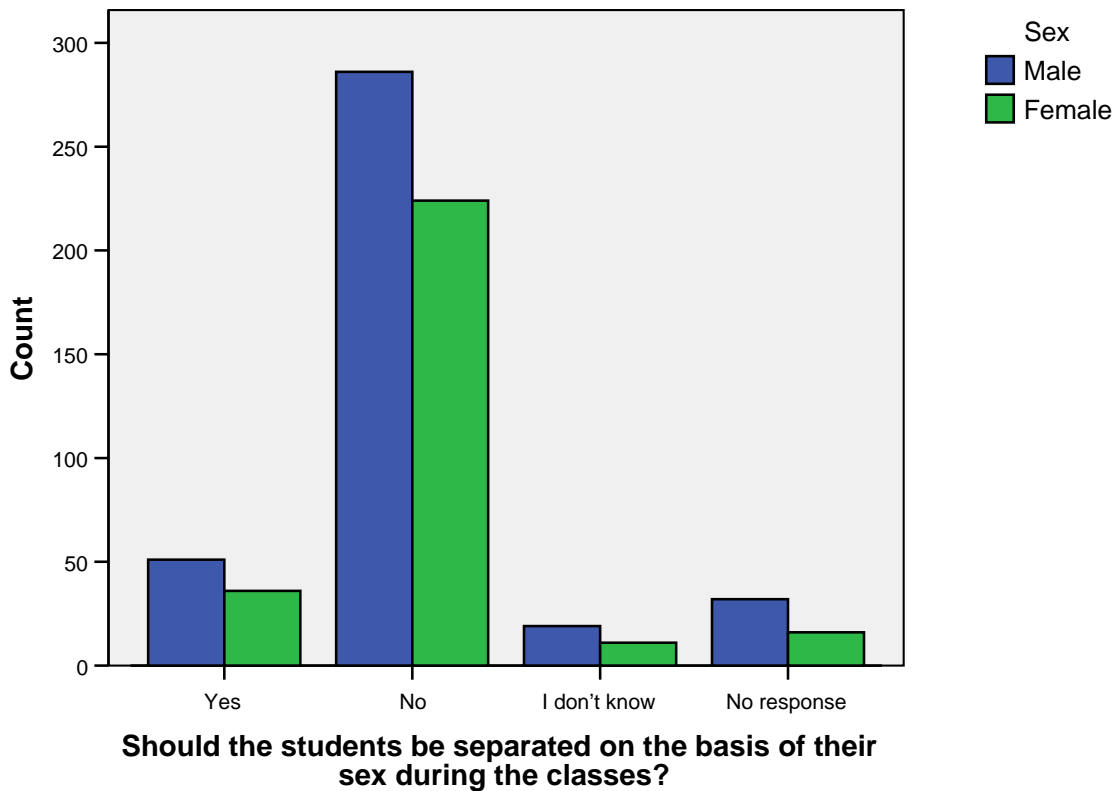
Bar Chart



**Should the students be separated on the basis of their sex during the classes? * Sex
Crosstabulation**

			Sex		Total
			Male	Female	
Should the students be separated on the basis of their sex during the classes?	Yes	Count	51	36	87
		% within Sex	13.1%	12.5%	12.9%
	No	Count	286	224	510
		% within Sex	73.7%	78.0%	75.6%
	I don't know	Count	19	11	30
		% within Sex	4.9%	3.8%	4.4%
	No response	Count	32	16	48
		% within Sex	8.2%	5.6%	7.1%
Total		Count	388	287	675
		% within Sex	100.0%	100.0%	100.0%

Bar Chart

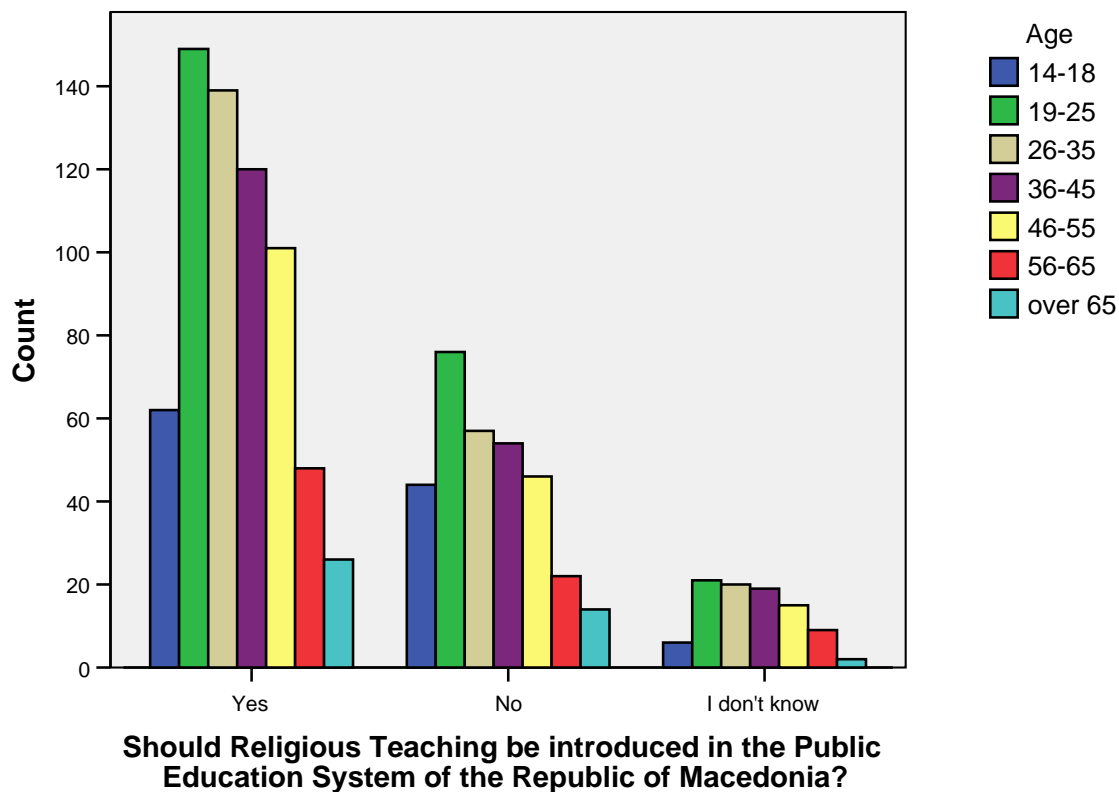


Cross-tabulations 2: AGE

Should Religious Teaching be introduced in the Public Education System of the Republic of Macedonia? * Age (

		Age							Total	
		14-18	19-25	26-35	36-45	46-55	56-65	over 65		
Should Religious Teaching be introduced in the Public Education System of the Republic of Macedonia?	Yes	Count	62	149	139	120	101	48	26	645
		% within	55.4%	60.6%	64.4%	62.2%	62.3%	60.8%	61.9%	61.4%
	No	Count	44	76	57	54	46	22	14	313
		% within	39.3%	30.9%	26.4%	28.0%	28.4%	27.8%	33.3%	29.8%
	I don't know	Count	6	21	20	19	15	9	2	92
		% within	5.4%	8.5%	9.3%	9.8%	9.3%	11.4%	4.8%	8.8%
	Total	Count	112	246	216	193	162	79	42	1050
		% within	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

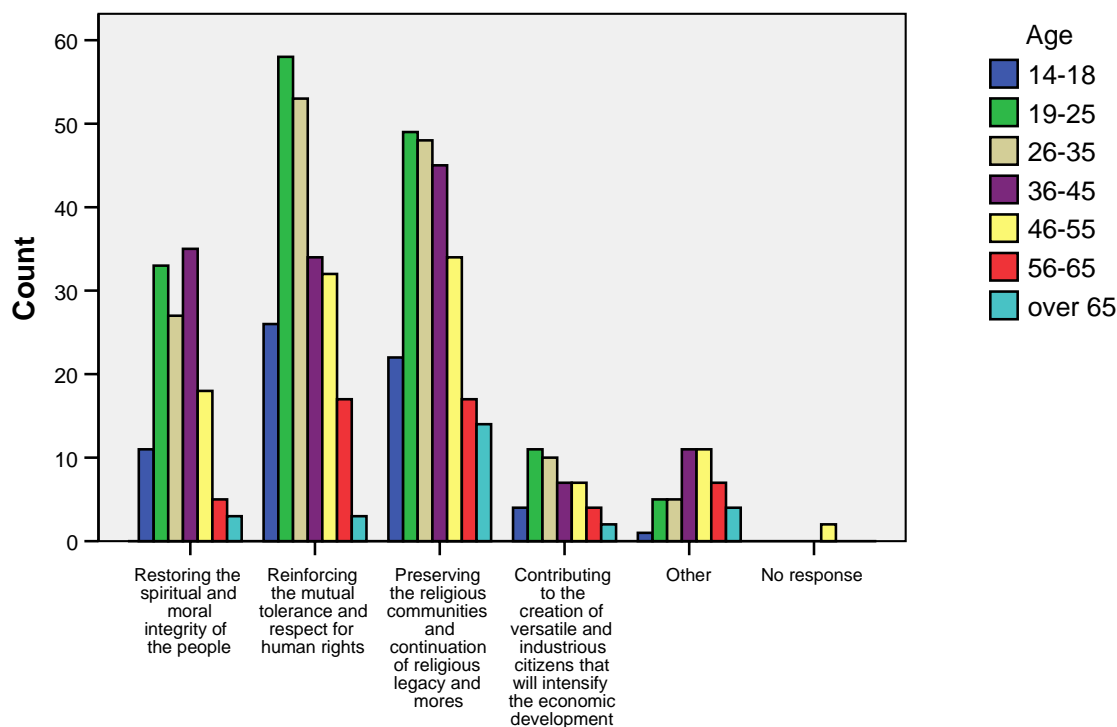
Bar Chart



ould be the main purpose of introducing religious teaching in the public education system? * Age Crosstab

			Age							Total
			14-18	19-25	26-35	36-45	46-55	56-65	over 65	
What should be the main purpose of introducing religious teaching in public education system?	Restoring the spiritual and moral integrity of people	Count % within A	11 17.2%	33 21.2%	27 18.9%	35 26.5%	18 17.3%	5 10.0%	3 11.5%	132 19.6%
	Reinforcing the mutual tolerance and respect for human rights	Count % within A	26 40.6%	58 37.2%	53 37.1%	34 25.8%	32 30.8%	17 34.0%	3 11.5%	223 33.0%
	Preserving the religious communities and their identity	Count % within A	22 34.4%	49 31.4%	48 33.6%	45 34.1%	34 32.7%	17 34.0%	14 53.8%	229 33.9%
	Contributing to the creation of versatile and industrious citizens that will intensify the economic development	Count % within A	4 6.3%	11 7.1%	10 7.0%	7 5.3%	7 6.7%	4 8.0%	2 7.7%	45 6.7%
	Other	Count % within A	1 1.6%	5 3.2%	5 3.5%	11 8.3%	11 10.6%	7 14.0%	4 15.4%	44 6.5%
	No response	Count % within A	0 .0%	0 .0%	0 .0%	0 .0%	2 1.9%	0 .0%	0 .0%	2 .3%
	Total	Count % within A	64 100.0%	156 100.0%	143 100.0%	132 100.0%	104 100.0%	50 100.0%	26 100.0%	675 100.0%

Bar Chart

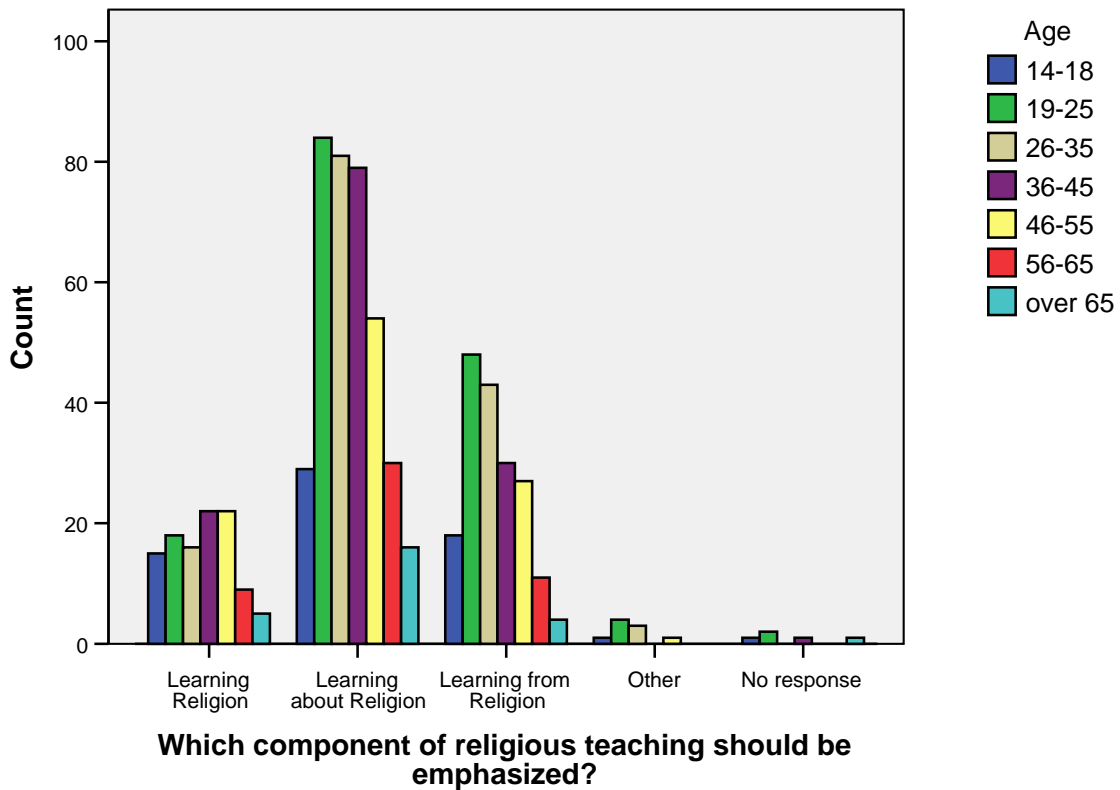


What should be the main purpose of introducing ...

Which component of religious teaching should be emphasized? * Age Crosstabulation

		Age							Total
		14-18	19-25	26-35	36-45	46-55	56-65	over 65	
Which component of religious teaching should be emphasized?	Learning Religion	Count	15	18	16	22	22	9	107
		% within	23.4%	11.5%	11.2%	16.7%	21.2%	18.0%	15.9%
	Learning about Religion	Count	29	84	81	79	54	30	373
		% within	45.3%	53.8%	56.6%	59.8%	51.9%	60.0%	55.3%
	Learning from Religion	Count	18	48	43	30	27	11	181
		% within	28.1%	30.8%	30.1%	22.7%	26.0%	22.0%	26.8%
	Other	Count	1	4	3	0	1	0	9
		% within	1.6%	2.6%	2.1%	.0%	1.0%	.0%	1.3%
	No response	Count	1	2	0	1	0	1	5
		% within	1.6%	1.3%	.0%	.8%	.0%	3.8%	.7%
Total		Count	64	156	143	132	104	50	675
		% within	00.0%	00.0%	00.0%	00.0%	00.0%	00.0%	00.0%

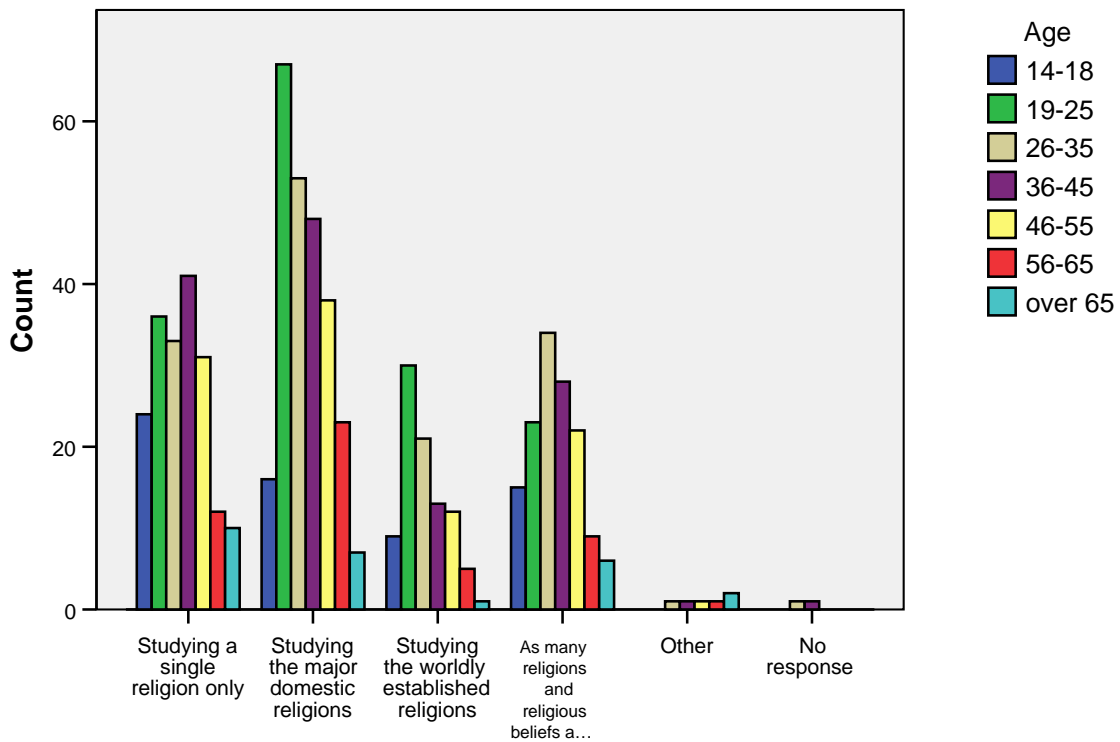
Bar Chart



What should the curriculum embrace? * Age Crosstabulation

			Age							Total
			14-18	19-25	26-35	36-45	46-55	56-65	over 65	
What should the curriculum embrace?	Studying a single religion only	Count	24	36	33	41	31	12	10	187
		% within Age	37.5%	23.1%	23.1%	31.1%	29.8%	24.0%	38.5%	27.7%
	Studying the major domestic religions	Count	16	67	53	48	38	23	7	252
		% within Age	25.0%	42.9%	37.1%	36.4%	36.5%	46.0%	26.9%	37.3%
	Studying the world established religions	Count	9	30	21	13	12	5	1	91
		% within Age	14.1%	19.2%	14.7%	9.8%	11.5%	10.0%	3.8%	13.5%
	As many religions and religious beliefs as possible	Count	15	23	34	28	22	9	6	137
		% within Age	23.4%	14.7%	23.8%	21.2%	21.2%	18.0%	23.1%	20.3%
	Other	Count	0	0	1	1	1	1	2	6
		% within Age	.0%	.0%	.7%	.8%	1.0%	2.0%	7.7%	.9%
	No response	Count	0	0	1	1	0	0	0	2
		% within Age	.0%	.0%	.7%	.8%	.0%	.0%	.0%	.3%
Total			Count	64	156	143	132	104	50	675
			% within Age	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

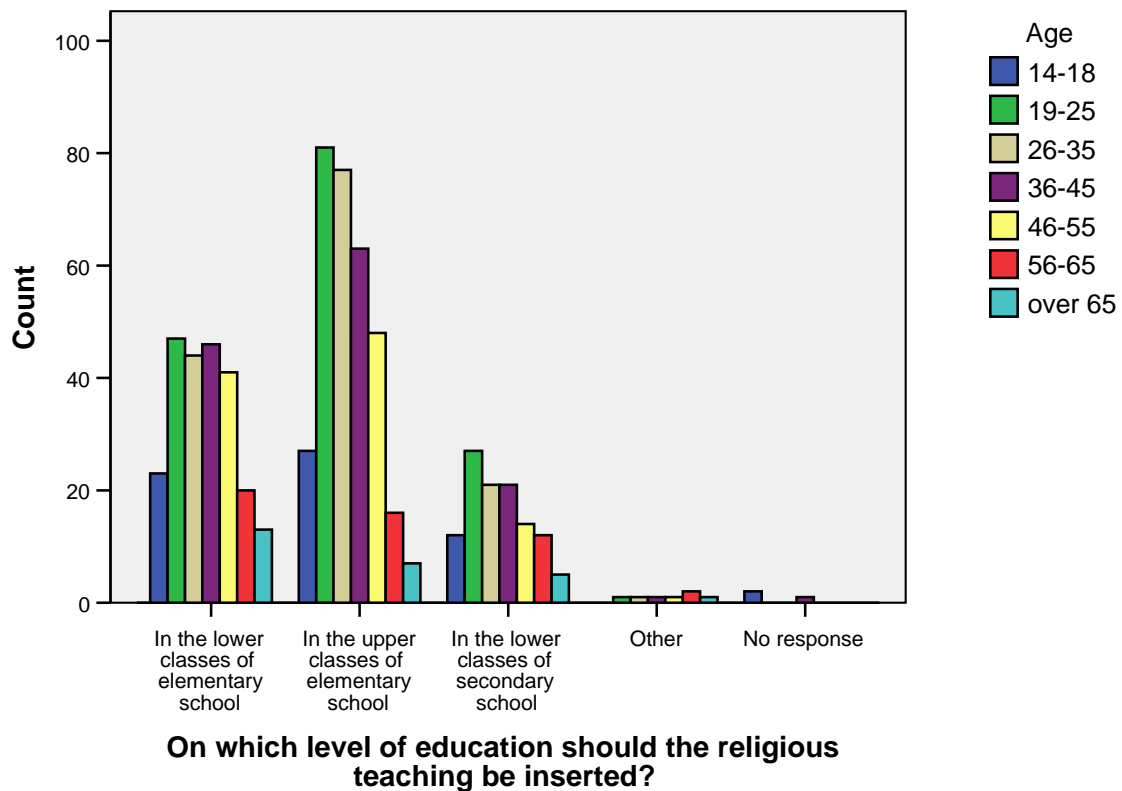
Bar Chart



On which level of education should the religious teaching be inserted? * Age Crosstabulation

			Age						Total	
			14-18	19-25	26-35	36-45	46-55	56-65		over 65
On which level of education should the religious teaching be inserted?	In the lower classes of elementary school	Count	23	47	44	46	41	20	13	234
		% within	35.9%	30.1%	30.8%	34.8%	39.4%	40.0%	50.0%	34.7%
	In the upper classes of elementary school	Count	27	81	77	63	48	16	7	319
		% within	42.2%	51.9%	53.8%	47.7%	46.2%	32.0%	26.9%	47.3%
	In the lower classes of secondary school	Count	12	27	21	21	14	12	5	112
		% within	18.8%	17.3%	14.7%	15.9%	13.5%	24.0%	19.2%	16.6%
	Other	Count	0	1	1	1	1	2	1	7
		% within	.0%	.6%	.7%	.8%	1.0%	4.0%	3.8%	1.0%
	No response	Count	2	0	0	1	0	0	0	3
		% within	3.1%	.0%	.0%	.8%	.0%	.0%	.0%	.4%
Total	Count	64	156	143	132	104	50	26	675	
	% within	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	

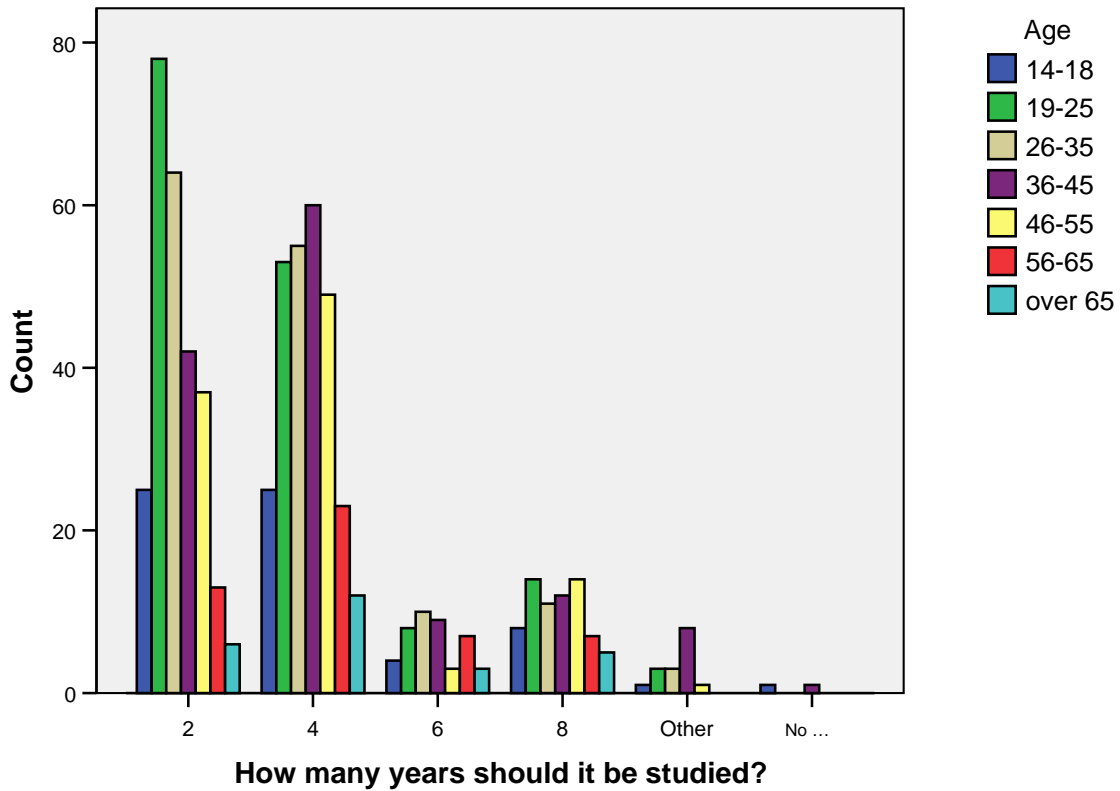
Bar Chart



How many years should it be studied? * Age Crosstabulation

		Age							Total
		14-18	19-25	26-35	36-45	46-55	56-65	over 65	
How many 2 years should it be studied?	Count	25	78	64	42	37	13	6	265
	% within A	39.1%	50.0%	44.8%	31.8%	35.6%	26.0%	23.1%	39.3%
	4	Count	25	53	55	60	49	23	277
		% within A	39.1%	34.0%	38.5%	45.5%	47.1%	46.0%	41.0%
	6	Count	4	8	10	9	3	7	44
		% within A	6.3%	5.1%	7.0%	6.8%	2.9%	14.0%	11.5%
	8	Count	8	14	11	12	14	7	71
		% within A	12.5%	9.0%	7.7%	9.1%	13.5%	14.0%	19.2%
	Other	Count	1	3	3	8	1	0	16
		% within A	1.6%	1.9%	2.1%	6.1%	1.0%	.0%	2.4%
	No respon	Count	1	0	0	1	0	0	2
		% within A	1.6%	.0%	.0%	.8%	.0%	.0%	.3%
Total	Count	64	156	143	132	104	50	26	675
	% within A	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

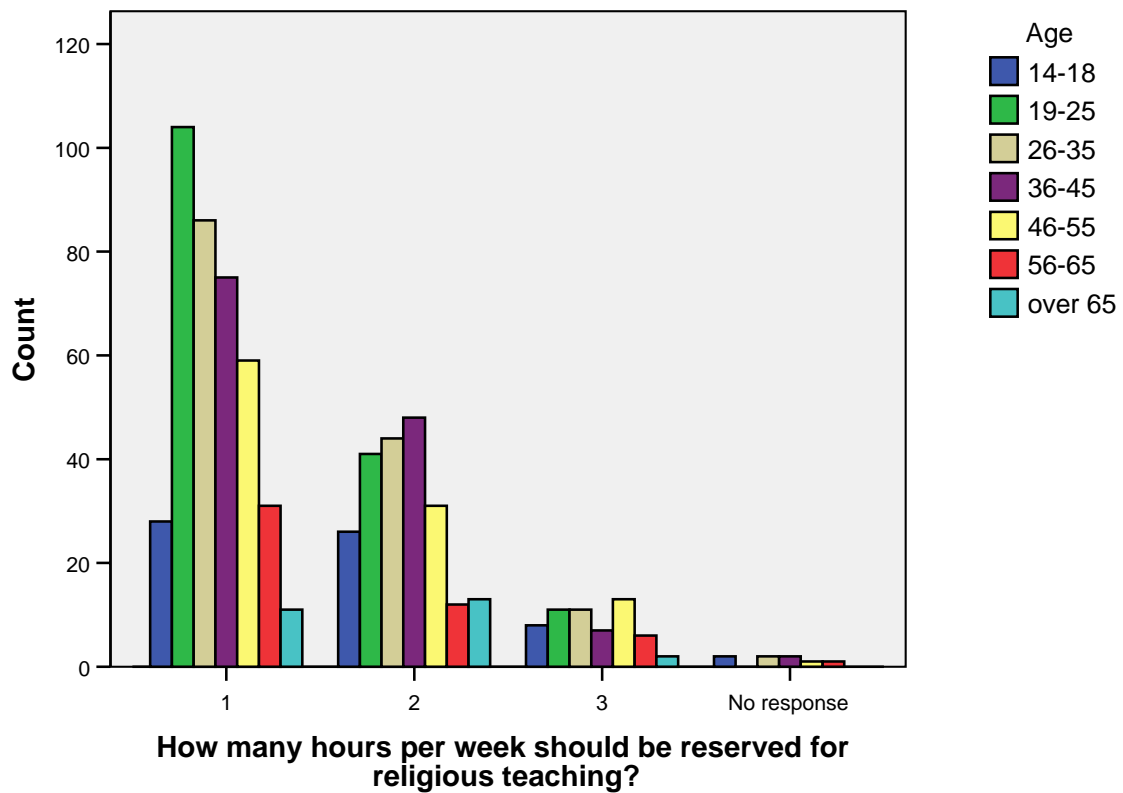
Bar Chart



How many hours per week should be reserved for religious teaching? * Age Crosstabulation

			Age							Total
			14-18	19-25	26-35	36-45	46-55	56-65	over 65	
How many hours per week should be reserved for religious teaching?	1	Count	28	104	86	75	59	31	11	394
		% within	43.8%	66.7%	60.1%	56.8%	56.7%	62.0%	42.3%	58.4%
	2	Count	26	41	44	48	31	12	13	215
		% within	40.6%	26.3%	30.8%	36.4%	29.8%	24.0%	50.0%	31.9%
	3	Count	8	11	11	7	13	6	2	58
		% within	12.5%	7.1%	7.7%	5.3%	12.5%	12.0%	7.7%	8.6%
	No response	Count	2	0	2	2	1	1	0	8
		% within	3.1%	.0%	1.4%	1.5%	1.0%	2.0%	.0%	1.2%
	Total	Count	64	156	143	132	104	50	26	675
		% within	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

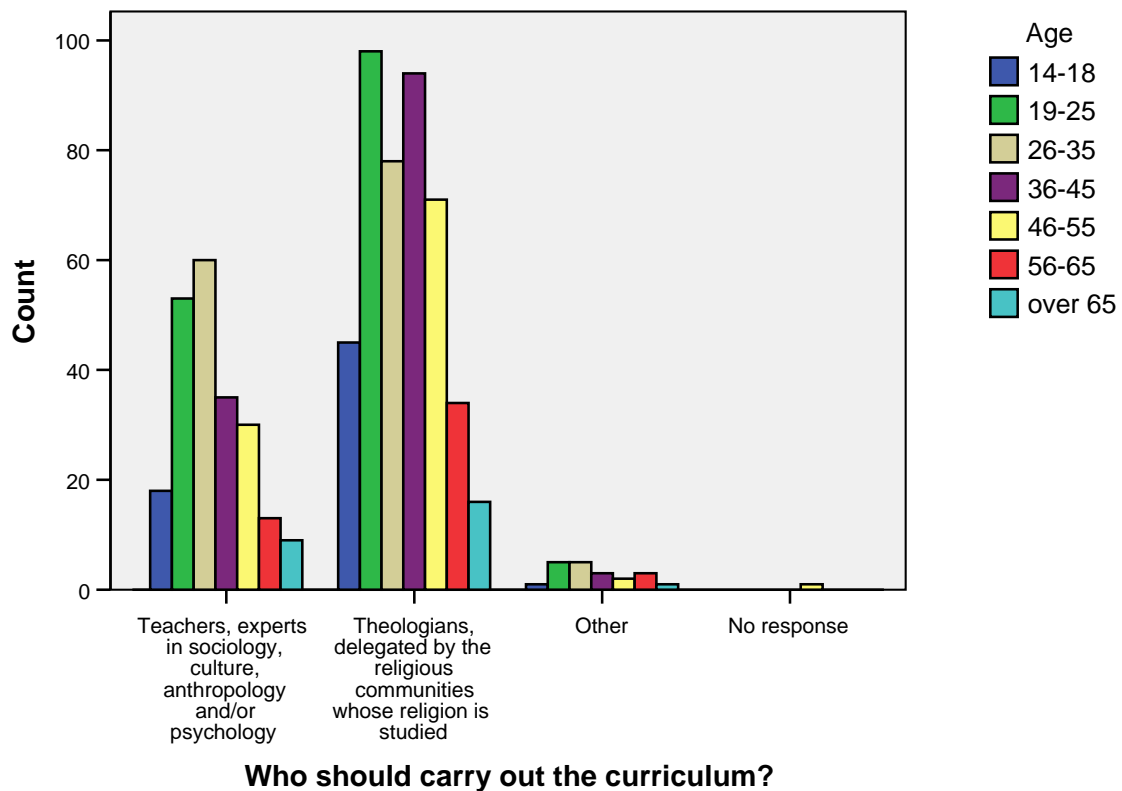
Bar Chart



Who should carry out the curriculum? * Age Crosstabulation

			Age						Total	
			14-18	19-25	26-35	36-45	46-55	56-65		over 65
Who should carry out the curriculum?	Teachers, experts in sociology, culture, anthropology and/or psychology	Count	18	53	60	35	30	13	9	218
		% within	28.1%	34.0%	42.0%	26.5%	28.8%	26.0%	34.6%	32.3%
	Theologians, delegated by the religious communities whose religion is studied	Count	45	98	78	94	71	34	16	436
		% within	70.3%	62.8%	54.5%	71.2%	68.3%	68.0%	61.5%	64.6%
	Other	Count	1	5	5	3	2	3	1	20
		% within	1.6%	3.2%	3.5%	2.3%	1.9%	6.0%	3.8%	3.0%
	No response	Count	0	0	0	0	1	0	0	1
		% within	.0%	.0%	.0%	.0%	1.0%	.0%	.0%	.1%
Total		Count	64	156	143	132	104	50	26	675
		% within	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

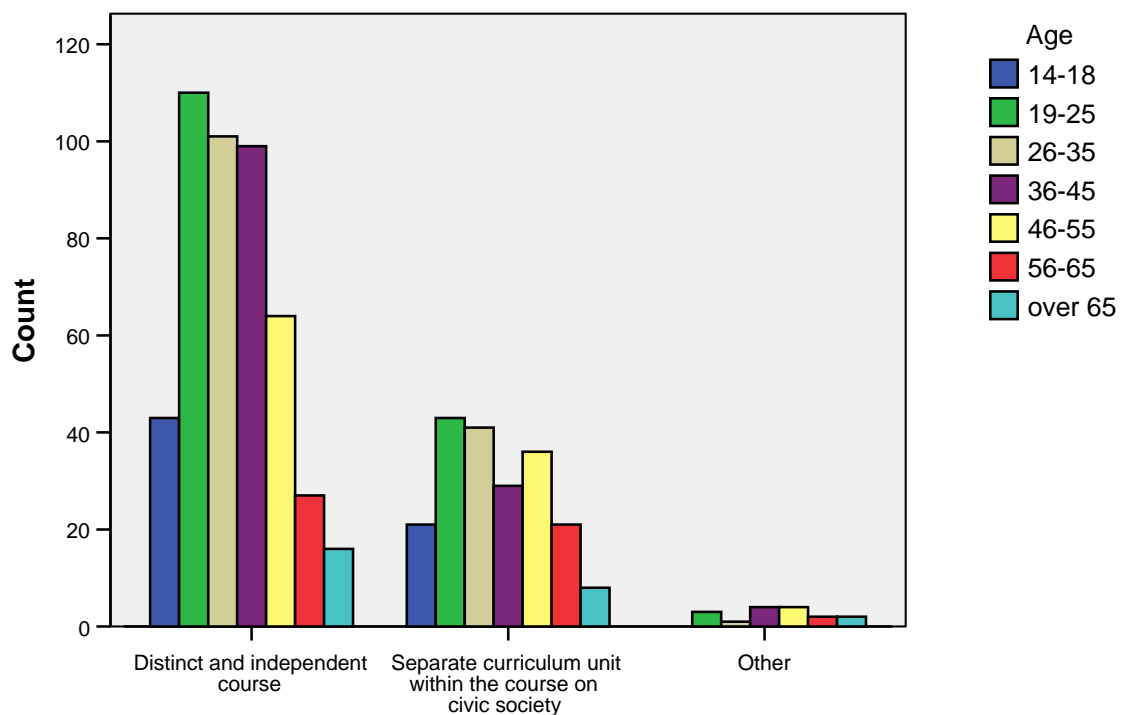
Bar Chart



What is the most appropriate form of carrying out the religious teaching? * Age Crosstabulation

			Age							Total
			14-18	19-25	26-35	36-45	46-55	56-65	over 65	
What is the most appropriate form of carrying out religious teaching?	Distinct and independent course	Count	43	110	101	99	64	27	16	460
		% within	67.2%	70.5%	70.6%	75.0%	61.5%	54.0%	61.5%	68.1%
	Separate curriculum unit within the course on civic society	Count	21	43	41	29	36	21	8	199
		% within	32.8%	27.6%	28.7%	22.0%	34.6%	42.0%	30.8%	29.5%
	Other	Count	0	3	1	4	4	2	2	16
		% within	.0%	1.9%	.7%	3.0%	3.8%	4.0%	7.7%	2.4%
Total		Count	64	156	143	132	104	50	26	675
		% within	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Bar Chart

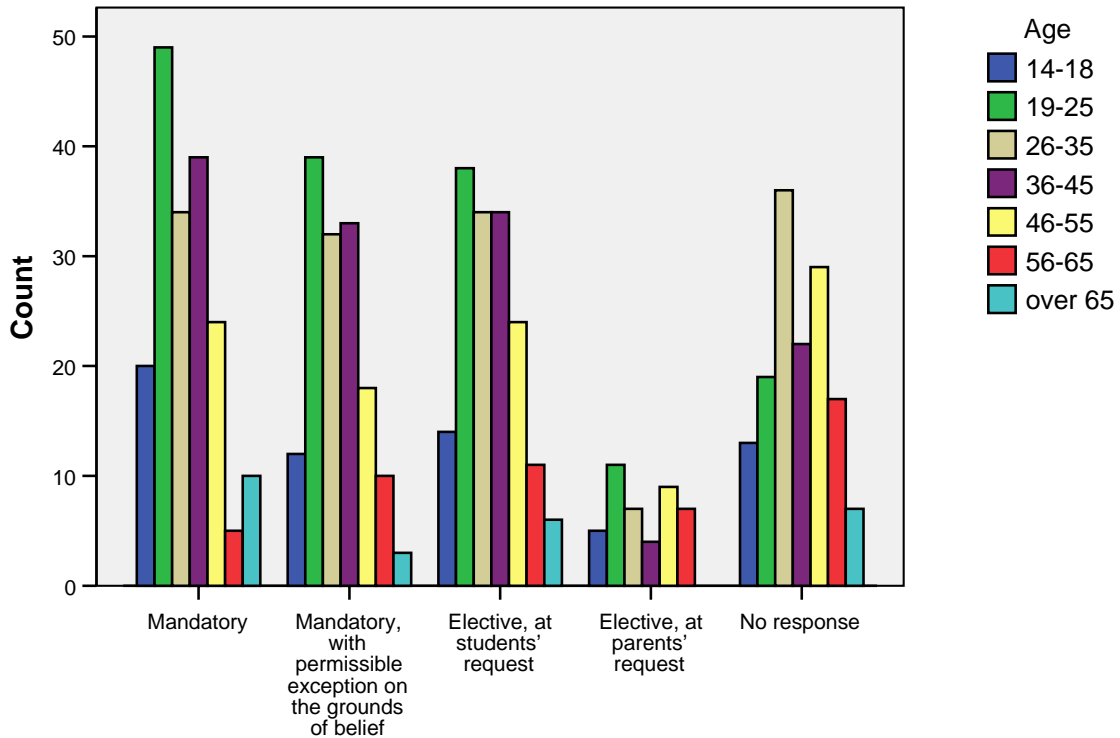


What is the most appropriate form of carrying out the religious teaching?

What kind of course should the religious teaching be? * Age Crosstabulation

		Age							Total	
		14-18	19-25	26-35	36-45	46-55	56-65	over 65		
What kind of course should the religious teaching be?	Mandatory	Count	20	49	34	39	24	5	10	181
		% within	31.3%	31.4%	23.8%	29.5%	23.1%	10.0%	38.5%	26.8%
	Mandatory, with permissible exceptions on the grounds of belief	Count	12	39	32	33	18	10	3	147
		% within	18.8%	25.0%	22.4%	25.0%	17.3%	20.0%	11.5%	21.8%
	Elective, at students' request	Count	14	38	34	34	24	11	6	161
		% within	21.9%	24.4%	23.8%	25.8%	23.1%	22.0%	23.1%	23.9%
Total	Elective, at parents' request	Count	5	11	7	4	9	7	0	43
		% within	7.8%	7.1%	4.9%	3.0%	8.7%	14.0%	.0%	6.4%
	No response	Count	13	19	36	22	29	17	7	143
		% within	20.3%	12.2%	25.2%	16.7%	27.9%	34.0%	26.9%	21.2%
Total		Count	64	156	143	132	104	50	26	675
		% within	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Bar Chart

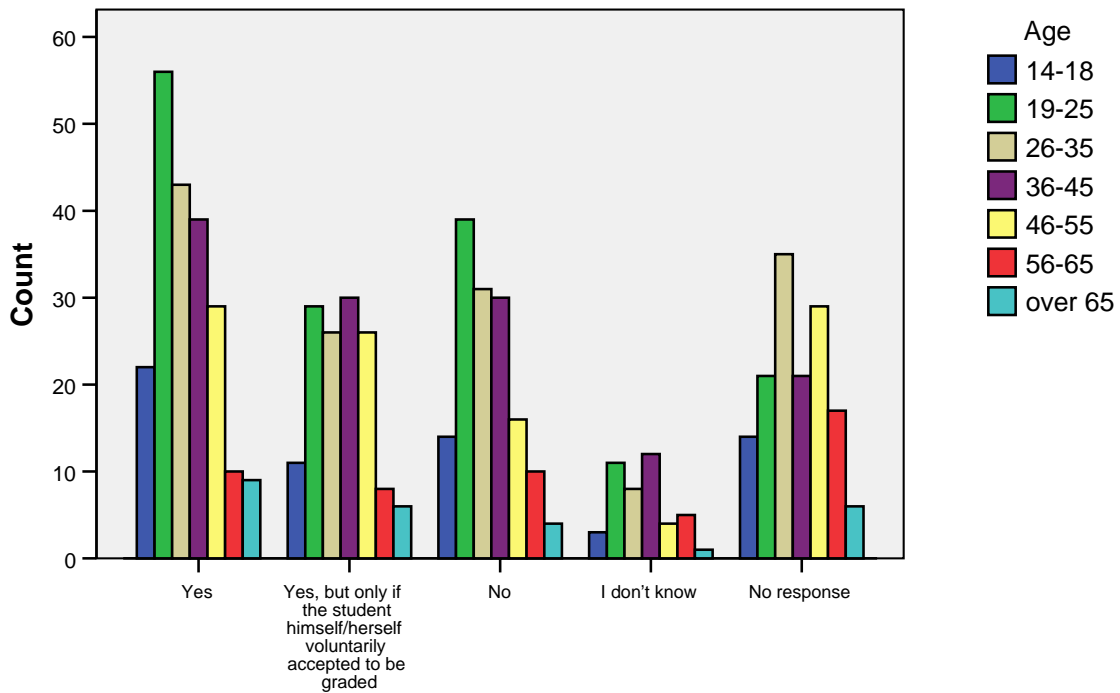


What kind of course should the religious teaching be?

ould the knowledge acquired in the course of religious teaching be graded? * Age Crosstabulation

			Age							Total
			14-18	19-25	26-35	36-45	46-55	56-65	over 65	
Should the knowledge acquired in the course of religious teaching be graded?	Yes	Count	22	56	43	39	29	10	9	208
		% within	34.4%	35.9%	30.1%	29.5%	27.9%	20.0%	34.6%	30.8%
	Yes, but only if the student himself/herself voluntarily accepted to be graded	Count	11	29	26	30	26	8	6	136
		% within	17.2%	18.6%	18.2%	22.7%	25.0%	16.0%	23.1%	20.1%
	No	Count	14	39	31	30	16	10	4	144
		% within	21.9%	25.0%	21.7%	22.7%	15.4%	20.0%	15.4%	21.3%
	I don't know	Count	3	11	8	12	4	5	1	44
		% within	4.7%	7.1%	5.6%	9.1%	3.8%	10.0%	3.8%	6.5%
	No response	Count	14	21	35	21	29	17	6	143
		% within	21.9%	13.5%	24.5%	15.9%	27.9%	34.0%	23.1%	21.2%
Total		Count	64	156	143	132	104	50	26	675
		% within	00.0%	00.0%	00.0%	00.0%	00.0%	00.0%	00.0%	00.0%

Bar Chart

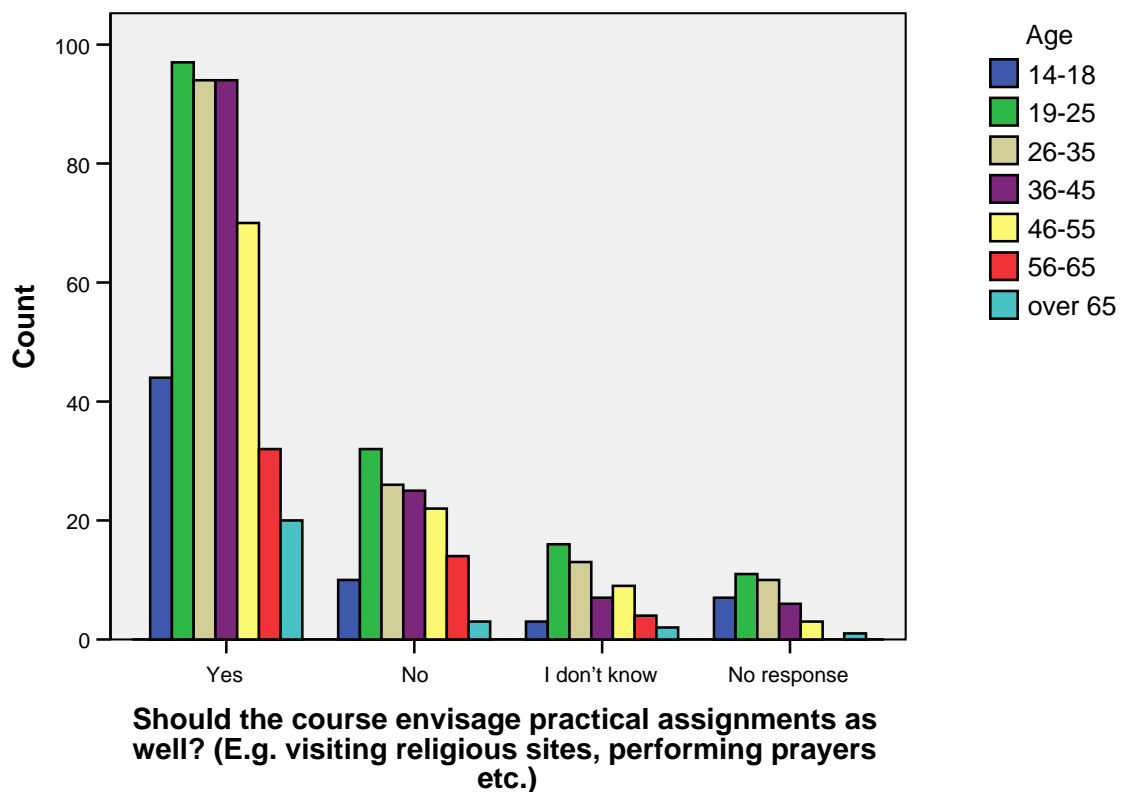


Should the knowledge acquired in the course of religious teaching be graded?

Should the course envisage practical assignments as well? (E.g. visiting religious sites, performing prayers etc.) * A

			Age							Total
			14-18	19-25	26-35	36-45	46-55	56-65	over 65	
Should the course envisage practical assignments as well? (E.g. visiting religious sites, performing prayers etc.)	Yes	Count	44	97	94	94	70	32	20	451
		% within	68.8%	62.2%	65.7%	71.2%	67.3%	64.0%	76.9%	66.8%
	No	Count	10	32	26	25	22	14	3	132
		% within	15.6%	20.5%	18.2%	18.9%	21.2%	28.0%	11.5%	19.6%
	I don't know	Count	3	16	13	7	9	4	2	54
		% within	4.7%	10.3%	9.1%	5.3%	8.7%	8.0%	7.7%	8.0%
	No response	Count	7	11	10	6	3	0	1	38
		% within	10.9%	7.1%	7.0%	4.5%	2.9%	.0%	3.8%	5.6%
Total	Count	64	156	143	132	104	50	26	675	
	% within	00.0%	00.0%	00.0%	00.0%	00.0%	00.0%	00.0%	00.0%	

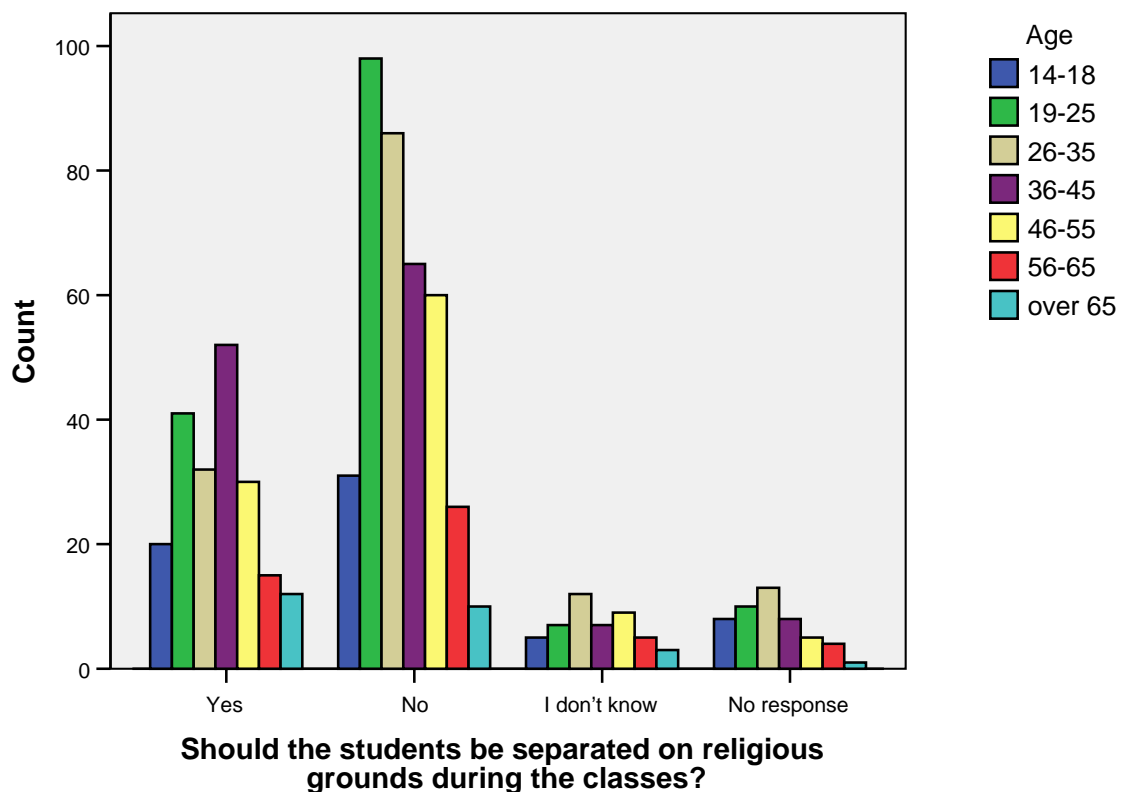
Bar Chart



ould the students be separated on religious grounds during the classes? * Age Crosstabulation

			Age							Total
			14-18	19-25	26-35	36-45	46-55	56-65	over 65	
Should the students be separated on religious grounds during the classes?	Yes	Count	20	41	32	52	30	15	12	202
		% within group	31.3%	26.3%	22.4%	39.4%	28.8%	30.0%	46.2%	29.9%
	No	Count	31	98	86	65	60	26	10	376
		% within group	48.4%	62.8%	60.1%	49.2%	57.7%	52.0%	38.5%	55.7%
	I don't know	Count	5	7	12	7	9	5	3	48
		% within group	7.8%	4.5%	8.4%	5.3%	8.7%	10.0%	11.5%	7.1%
	No response	Count	8	10	13	8	5	4	1	49
		% within group	12.5%	6.4%	9.1%	6.1%	4.8%	8.0%	3.8%	7.3%
Total	Count	64	156	143	132	104	50	26	675	
	% within group	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	

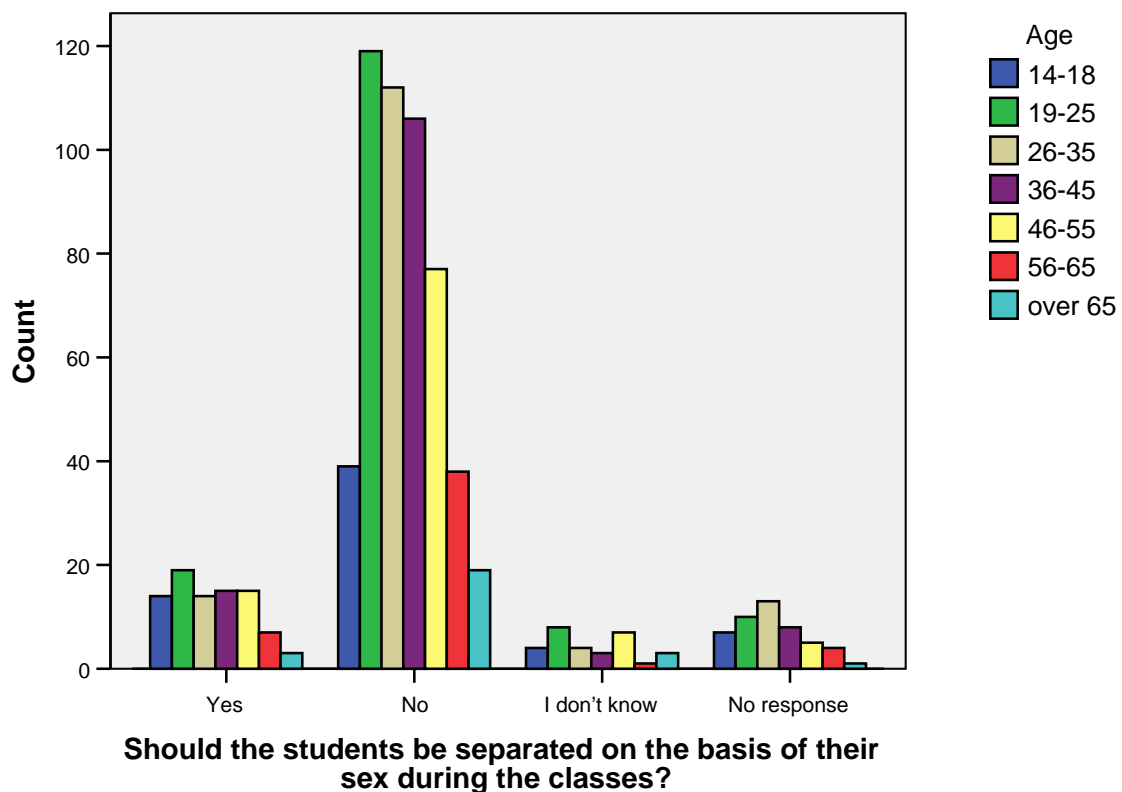
Bar Chart



ould the students be separated on the basis of their sex during the classes? * Age Crosstabulati

		Age							Total	
		14-18	19-25	26-35	36-45	46-55	56-65	over 65		
Should the students be separated on the basis of their sex during the classes?	Yes	Count	14	19	14	15	15	7	3	87
		% within	21.9%	12.2%	9.8%	11.4%	14.4%	14.0%	11.5%	12.9%
	No	Count	39	119	112	106	77	38	19	510
		% within	60.9%	76.3%	78.3%	80.3%	74.0%	76.0%	73.1%	75.6%
	I don't know	Count	4	8	4	3	7	1	3	30
		% within	6.3%	5.1%	2.8%	2.3%	6.7%	2.0%	11.5%	4.4%
	No response	Count	7	10	13	8	5	4	1	48
		% within	10.9%	6.4%	9.1%	6.1%	4.8%	8.0%	3.8%	7.1%
Total		Count	64	156	143	132	104	50	26	675
		% within	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Bar Chart

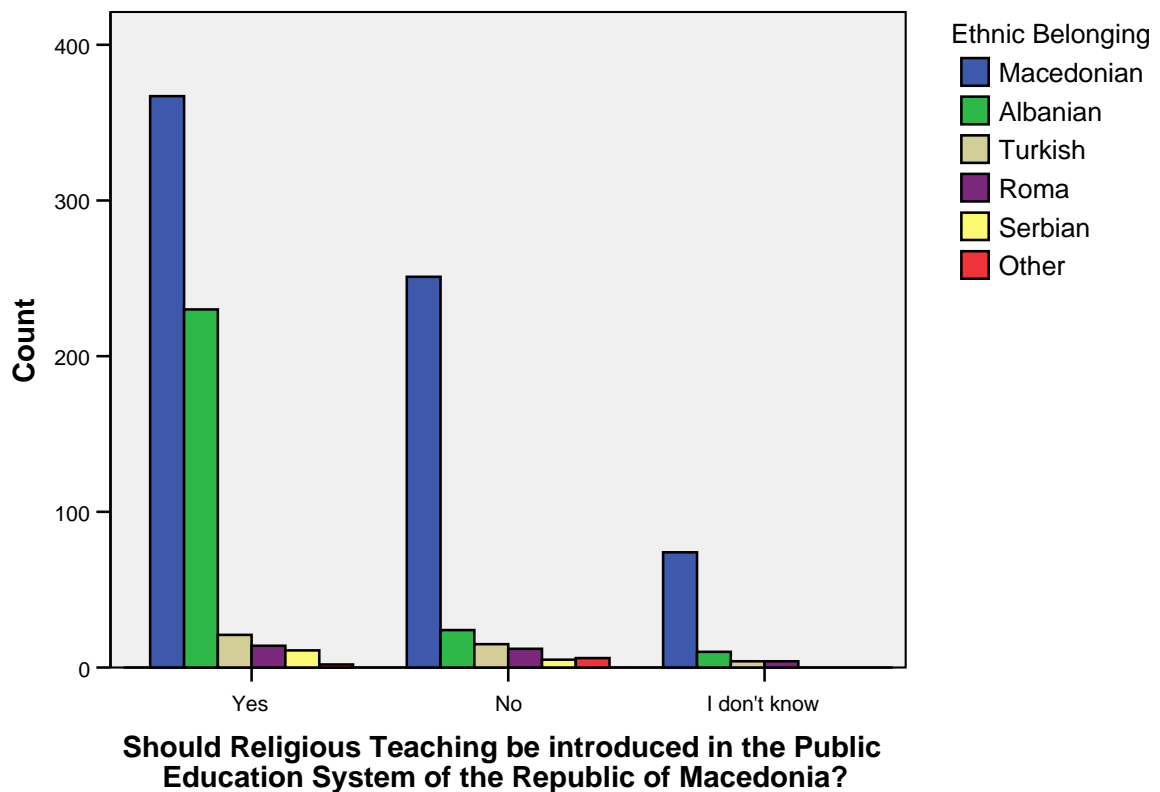


Cross-tabulations 3: ETHNICITY

Should Religious Teaching be introduced in the Public Education System of the Republic of Macedonia? * Ethnic Belonging

			Ethnic Belonging						Total
			Macedonian	Albanian	Turkish	Roma	Serbian	Other	
Should Religious Teaching be introduced in the Public Education System of the Republic of Macedonia?	Yes	Count	367	230	21	14	11	2	645
		% within Ethnic B	53.0%	87.1%	52.5%	46.7%	68.8%	25.0%	61.4%
	No	Count	251	24	15	12	5	6	313
		% within Ethnic B	36.3%	9.1%	37.5%	40.0%	31.3%	75.0%	29.8%
	I don't know	Count	74	10	4	4	0	0	92
		% within Ethnic B	10.7%	3.8%	10.0%	13.3%	.0%	.0%	8.8%
Total	Count	692	264	40	30	16	8	1050	
	% within Ethnic B	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	

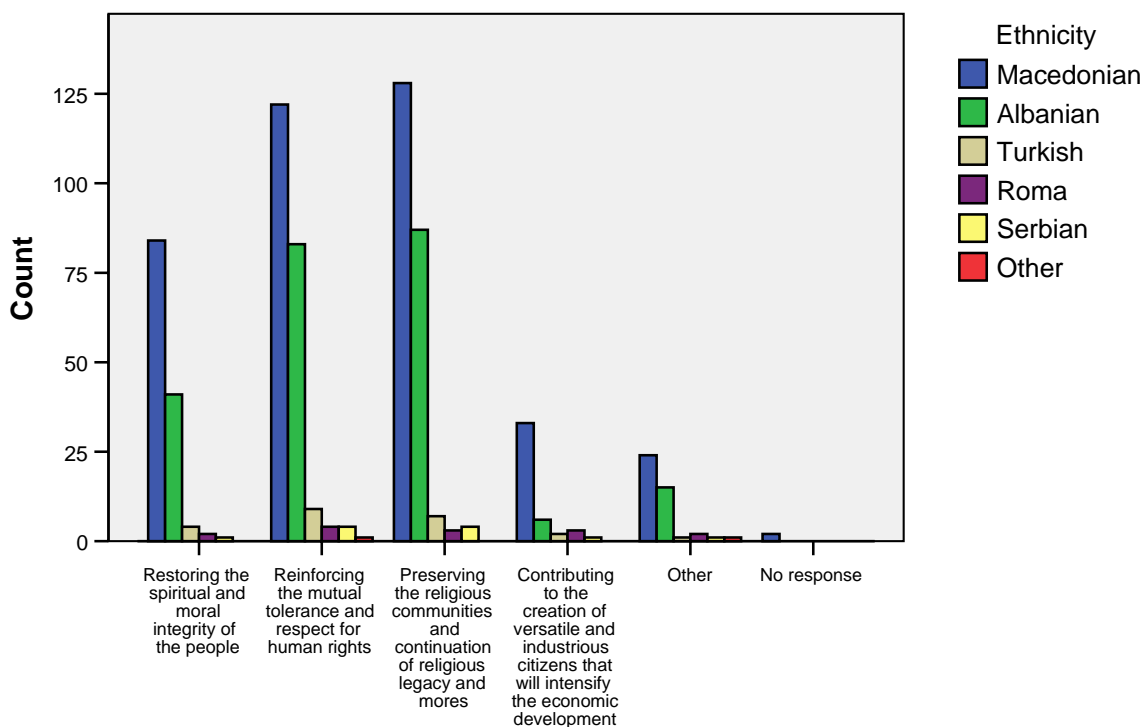
Bar Chart



uld be the main purpose of introducing religious teaching in the public education system? * Ethnicity Crosst

			Ethnicity						Total
			Macedonian	Albanian	Turkish	Roma	Serbian	Other	
What should be the main purpose of introducing religious teaching in the public education system?	Restoring the spiritual and moral integrity of people	Count	84	41	4	2	1	0	132
		% within Ethn	21.4%	17.7%	17.4%	14.3%	9.1%	.0%	19.6%
	Reinforcing the mutual tolerance and respect for human rights	Count	122	83	9	4	4	1	223
		% within Ethn	31.0%	35.8%	39.1%	28.6%	36.4%	50.0%	33.0%
	Preserving the religious communities and their identity	Count	128	87	7	3	4	0	229
		% within Ethn	32.6%	37.5%	30.4%	21.4%	36.4%	.0%	33.9%
	Contributing to the creation of versatile and industrious citizens that will intensify the economic development	Count	33	6	2	3	1	0	45
		% within Ethn	8.4%	2.6%	8.7%	21.4%	9.1%	.0%	6.7%
	Other	Count	24	15	1	2	1	1	44
		% within Ethn	6.1%	6.5%	4.3%	14.3%	9.1%	50.0%	6.5%
	No response	Count	2	0	0	0	0	0	2
		% within Ethn	.5%	.0%	.0%	.0%	.0%	.0%	.3%
Total		Count	393	232	23	14	11	2	675
		% within Ethn	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Bar Chart

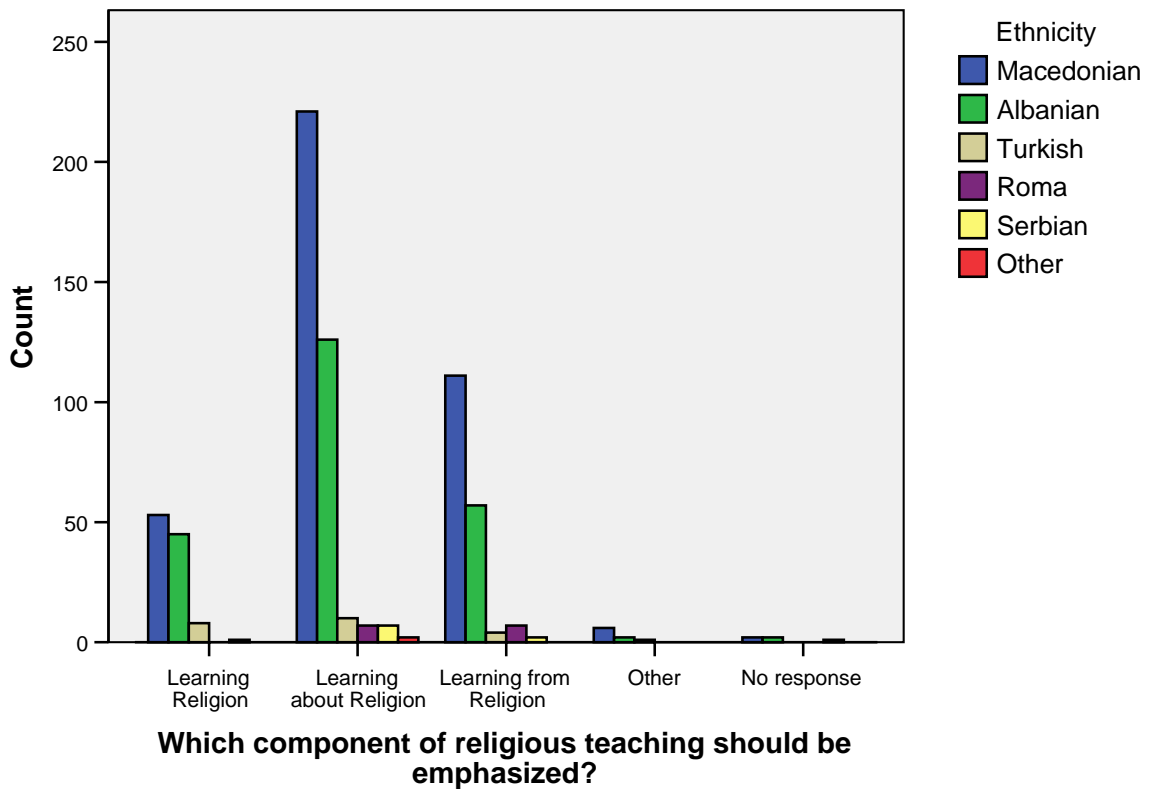


What should be the main purpose of introducing ...

Which component of religious teaching should be emphasized? * Ethnicity Crosstabulation

			Ethnicity						Total
			Macedonian	Albanian	Turkish	Roma	Serbian	Other	
Which component of religious teaching should be emphasized?	Learning Religion	Count	53	45	8	0	1	0	107
		% within Ethnicity	13.5%	19.4%	34.8%	.0%	9.1%	.0%	15.9%
	Learning about Religion	Count	221	126	10	7	7	2	373
		% within Ethnicity	56.2%	54.3%	43.5%	50.0%	63.6%	00.0%	55.3%
	Learning from Religion	Count	111	57	4	7	2	0	181
		% within Ethnicity	28.2%	24.6%	17.4%	50.0%	18.2%	.0%	26.8%
	Other	Count	6	2	1	0	0	0	9
		% within Ethnicity	1.5%	.9%	4.3%	.0%	.0%	.0%	1.3%
	No response	Count	2	2	0	0	1	0	5
		% within Ethnicity	.5%	.9%	.0%	.0%	9.1%	.0%	.7%
Total		Count	393	232	23	14	11	2	675
		% within Ethnicity	100.0%	00.0%	00.0%	00.0%	00.0%	00.0%	00.0%

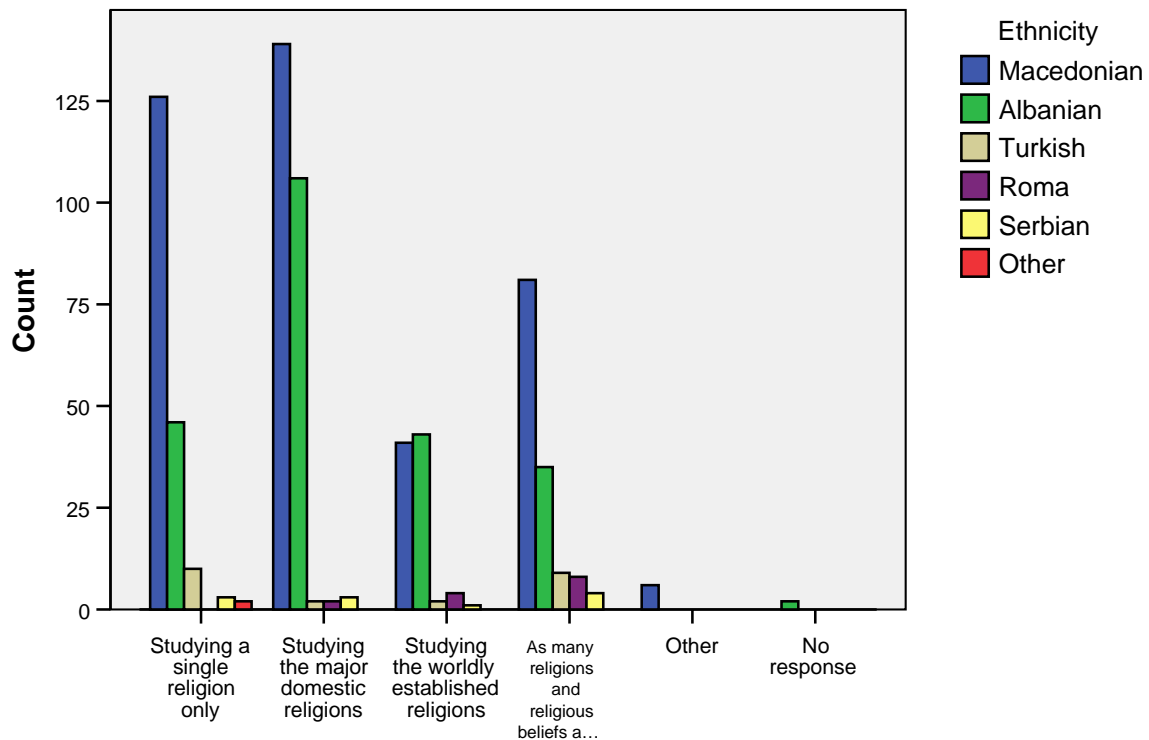
Bar Chart



What should the curriculum embrace? * Ethnicity Crosstabulation

			Ethnicity						Total
			Macedonian	Albanian	Turkish	Roma	Serbian	Other	
What should the curriculum embrace?	Studying a single religion only	Count	126	46	10	0	3	2	187
		% within Ethnicity	32.1%	19.8%	43.5%	.0%	27.3%	100.0%	27.7%
	Studying the major domestic religions	Count	139	106	2	2	3	0	252
		% within Ethnicity	35.4%	45.7%	8.7%	14.3%	27.3%	.0%	37.3%
	Studying the world established religions	Count	41	43	2	4	1	0	91
		% within Ethnicity	10.4%	18.5%	8.7%	28.6%	9.1%	.0%	13.5%
	As many religions and religious beliefs as possible	Count	81	35	9	8	4	0	137
		% within Ethnicity	20.6%	15.1%	39.1%	57.1%	36.4%	.0%	20.3%
Other	Count	6	0	0	0	0	0	6	
	% within Ethnicity	1.5%	.0%	.0%	.0%	.0%	.0%	.9%	
No response	Count	0	2	0	0	0	0	2	
	% within Ethnicity	.0%	.9%	.0%	.0%	.0%	.0%	.3%	
Total		Count	393	232	23	14	11	2	675
		% within Ethnicity	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Bar Chart

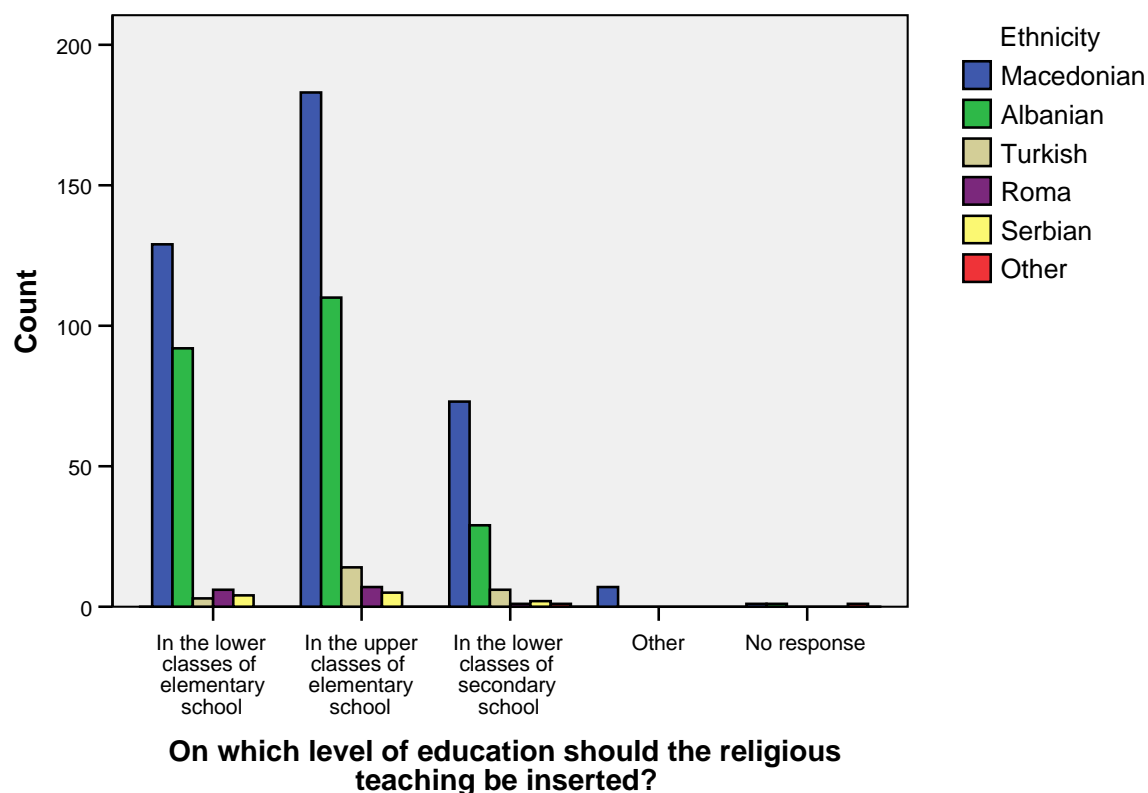


What should the curriculum embrace?

On which level of education should the religious teaching be inserted? * Ethnicity Crosstabulation

			Ethnicity						Total
			Macedonian	Albanian	Turkish	Roma	Serbian	Other	
On which level of education should the religious teaching be inserted?	In the lower classes of elementary school	Count	129	92	3	6	4	0	234
		% within Ethnicity	32.8%	39.7%	13.0%	42.9%	36.4%	.0%	34.7%
	In the upper classes of elementary school	Count	183	110	14	7	5	0	319
		% within Ethnicity	46.6%	47.4%	60.9%	50.0%	45.5%	.0%	47.3%
	In the lower classes of secondary school	Count	73	29	6	1	2	1	112
		% within Ethnicity	18.6%	12.5%	26.1%	7.1%	18.2%	50.0%	16.6%
Other	Count	7	0	0	0	0	0	0	7
	% within Ethnicity		1.8%	.0%	.0%	.0%	.0%	.0%	1.0%
No response	Count	1	1	0	0	0	0	1	3
	% within Ethnicity		.3%	.4%	.0%	.0%	.0%	50.0%	.4%
Total		Count	393	232	23	14	11	2	675
		% within Ethnicity	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

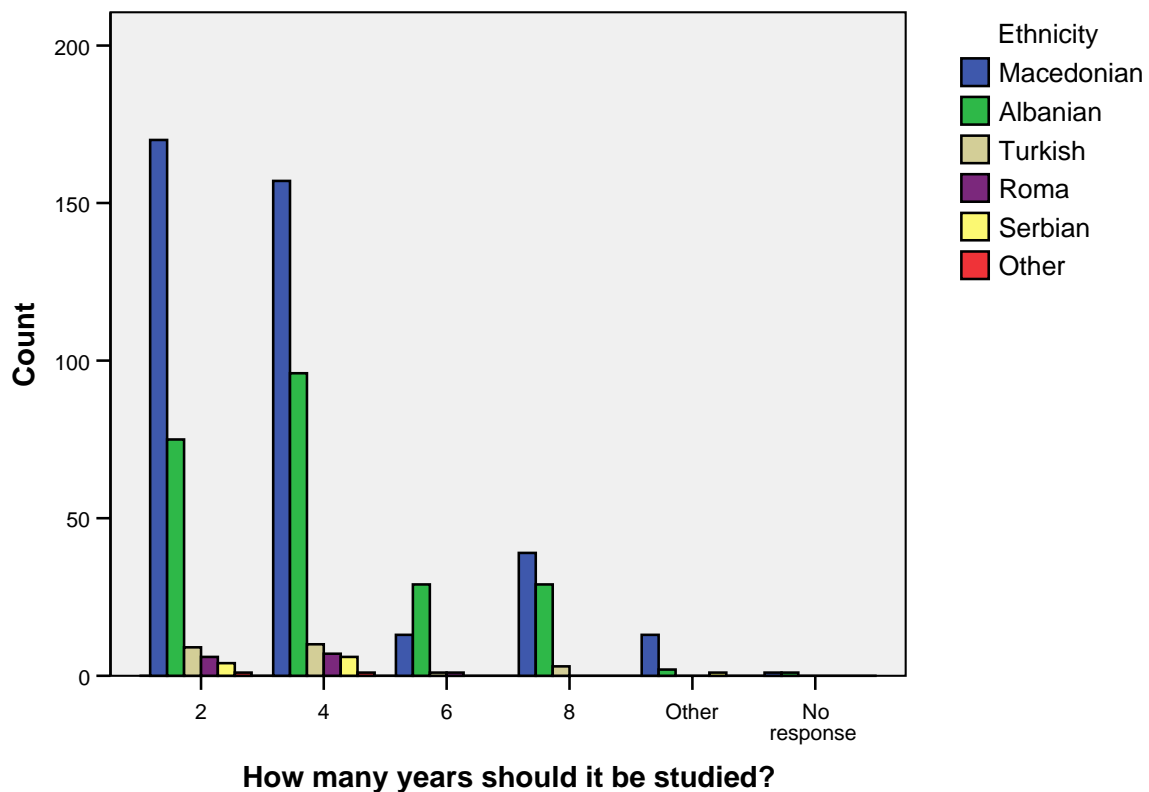
Bar Chart



How many years should it be studied? * Ethnicity Crosstabulation

		Ethnicity						Total	
		Macedonian	Albanian	Turkish	Roma	Serbian	Other		
How many years should it be studied?	2	Count	170	75	9	6	4	1	265
		% within Ethnicity	43.3%	32.3%	39.1%	42.9%	36.4%	50.0%	39.3%
	4	Count	157	96	10	7	6	1	277
		% within Ethnicity	39.9%	41.4%	43.5%	50.0%	54.5%	50.0%	41.0%
	6	Count	13	29	1	1	0	0	44
		% within Ethnicity	3.3%	12.5%	4.3%	7.1%	.0%	.0%	6.5%
	8	Count	39	29	3	0	0	0	71
		% within Ethnicity	9.9%	12.5%	13.0%	.0%	.0%	.0%	10.5%
	Other	Count	13	2	0	0	1	0	16
		% within Ethnicity	3.3%	.9%	.0%	.0%	9.1%	.0%	2.4%
	No response	Count	1	1	0	0	0	0	2
		% within Ethnicity	.3%	.4%	.0%	.0%	.0%	.0%	.3%
	Total	Count	393	232	23	14	11	2	675
		% within Ethnicity	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

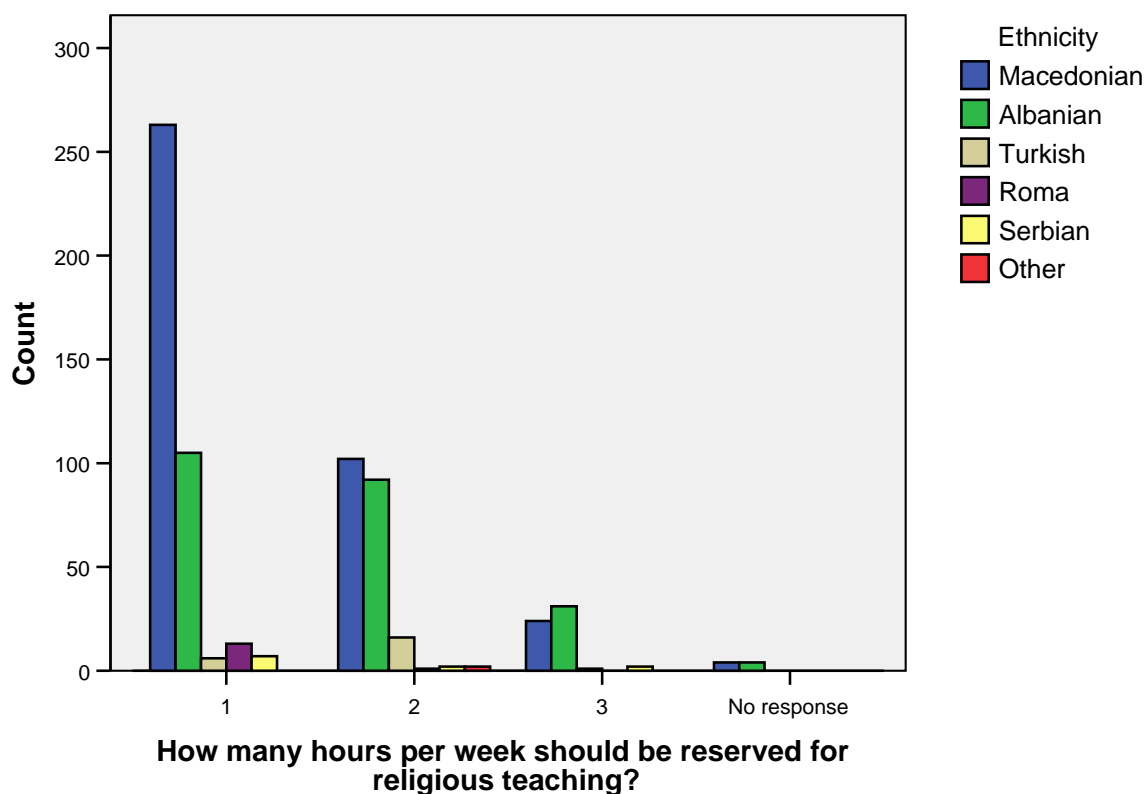
Bar Chart



How many hours per week should be reserved for religious teaching? * Ethnicity Crosstabulation

		Ethnicity						Total	
		Macedonian	Albanian	Turkish	Roma	Serbian	Other		
How many hours per week should be reserved for religious teaching?	1	Count	263	105	6	13	7	0	394
		% within Eth	66.9%	45.3%	26.1%	92.9%	63.6%	.0%	58.4%
	2	Count	102	92	16	1	2	2	215
		% within Eth	26.0%	39.7%	69.6%	7.1%	18.2%	100.0%	31.9%
	3	Count	24	31	1	0	2	0	58
		% within Eth	6.1%	13.4%	4.3%	.0%	18.2%	.0%	8.6%
	No response	Count	4	4	0	0	0	0	8
		% within Eth	1.0%	1.7%	.0%	.0%	.0%	.0%	1.2%
	Total	Count	393	232	23	14	11	2	675
		% within Eth	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

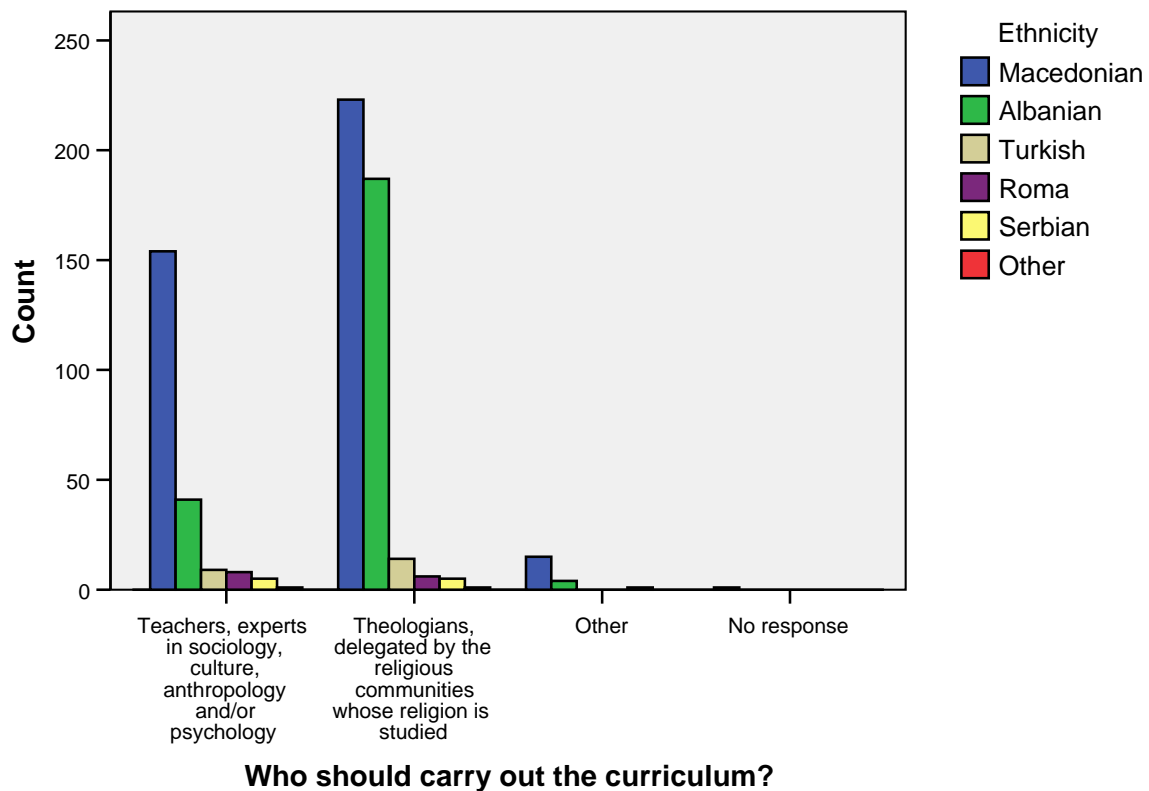
Bar Chart



Who should carry out the curriculum? * Ethnicity Crosstabulation

			Ethnicity						Total
			Macedonian	Albanian	Turkish	Roma	Serbian	Other	
Who should carry out the curriculum?	Teachers, experts in sociology, culture, anthropology and psychology	Count	154	41	9	8	5	1	218
		% within Ethnicity	39.2%	17.7%	39.1%	57.1%	45.5%	50.0%	32.3%
	Theologians, delegated by the religious communities whose religion is studied	Count	223	187	14	6	5	1	436
		% within Ethnicity	56.7%	80.6%	60.9%	42.9%	45.5%	50.0%	64.6%
Other	Count	15	4	0	0	1	0	0	20
	% within Ethnicity	3.8%	1.7%	.0%	.0%	9.1%	.0%	.0%	3.0%
No response	Count	1	0	0	0	0	0	0	1
	% within Ethnicity	.3%	.0%	.0%	.0%	.0%	.0%	.0%	.1%
Total		Count	393	232	23	14	11	2	675
		% within Ethnicity	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

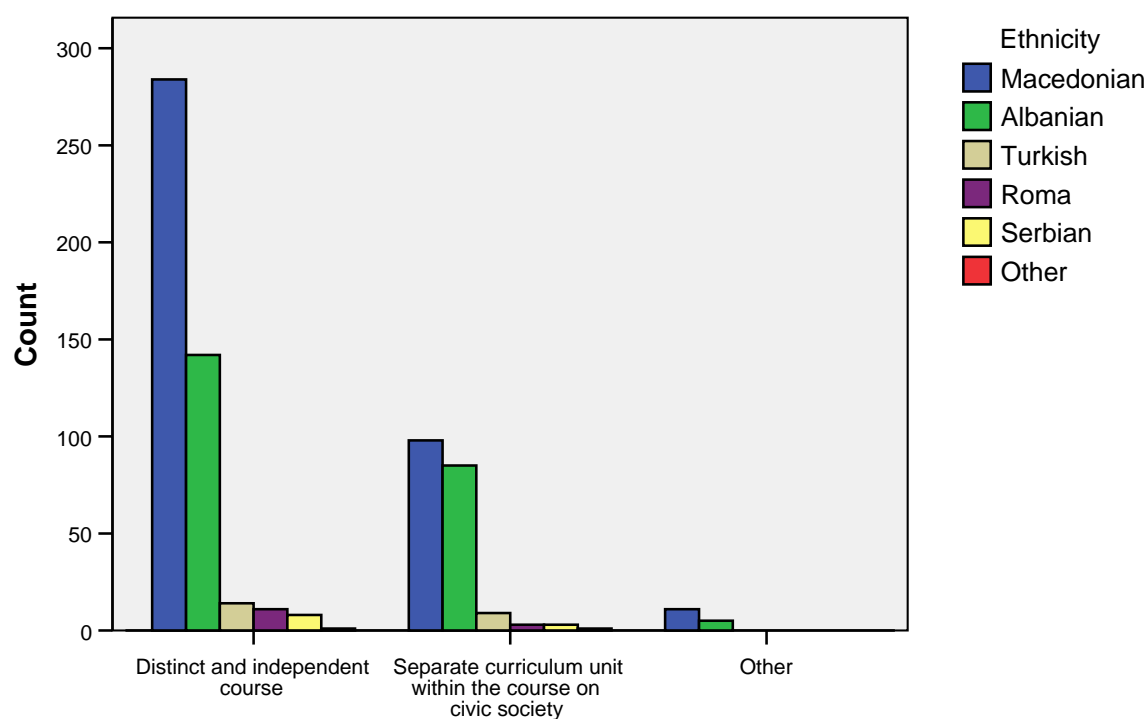
Bar Chart



What is the most appropriate form of carrying out the religious teaching? * Ethnicity Crosstabulation

			Ethnicity						Total
			Macedonian	Albanian	Turkish	Roma	Serbian	Other	
What is the most appropriate form of carrying out religious teaching?	Distinct and independent course	Count	284	142	14	11	8	1	460
		% within Ethnicity	72.3%	61.2%	60.9%	78.6%	72.7%	50.0%	68.1%
	Separate curriculum unit within the course on civic society	Count	98	85	9	3	3	1	199
		% within Ethnicity	24.9%	36.6%	39.1%	21.4%	27.3%	50.0%	29.5%
	Other	Count	11	5	0	0	0	0	16
		% within Ethnicity	2.8%	2.2%	.0%	.0%	.0%	.0%	2.4%
Total		Count	393	232	23	14	11	2	675
		% within Ethnicity	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Bar Chart

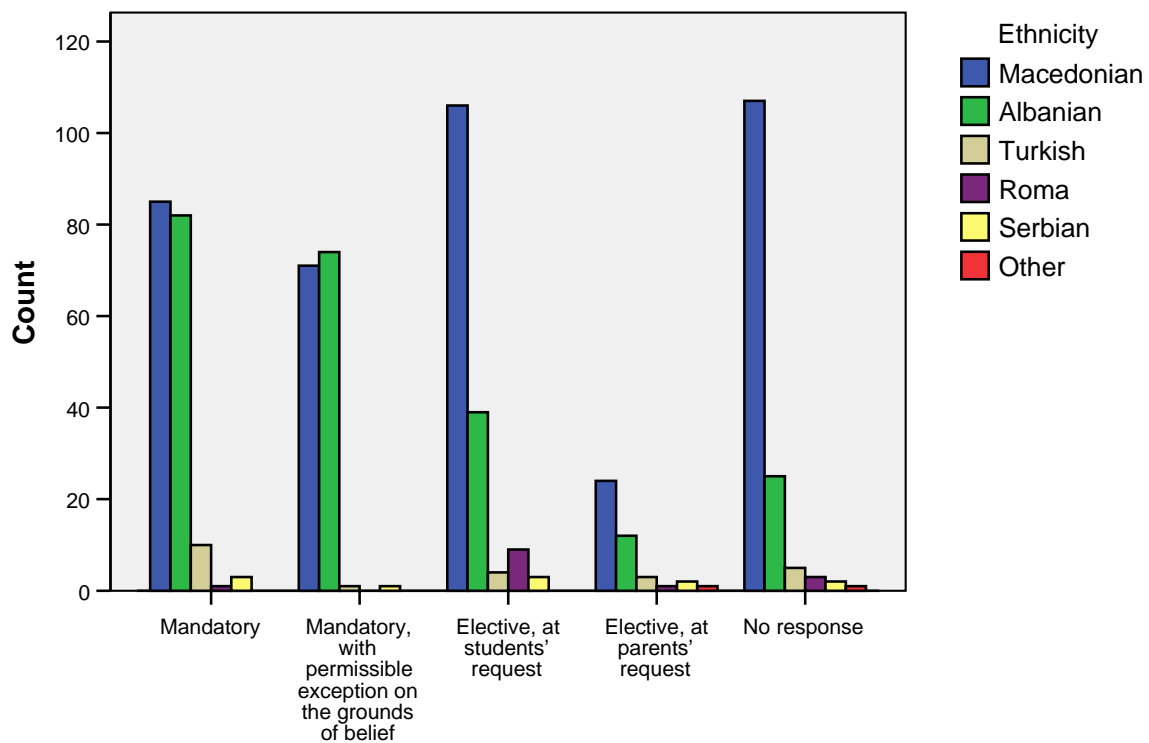


What is the most appropriate form of carrying out the religious teaching?

What kind of course should the religious teaching be? * Ethnicity Crosstabulation

			Ethnicity						Total
			Macedonian	Albanian	Turkish	Roma	Serbian	Other	
What kind of course should the religious teaching be?	Mandatory	Count	85	82	10	1	3	0	181
		% within Eth	21.6%	35.3%	43.5%	7.1%	27.3%	.0%	26.8%
	Mandatory, with permissible exception on the grounds of belief	Count	71	74	1	0	1	0	147
		% within Eth	18.1%	31.9%	4.3%	.0%	9.1%	.0%	21.8%
	Elective, at students' request	Count	106	39	4	9	3	0	161
		% within Eth	27.0%	16.8%	17.4%	64.3%	27.3%	.0%	23.9%
	Elective, at parents' request	Count	24	12	3	1	2	1	43
		% within Eth	6.1%	5.2%	13.0%	7.1%	18.2%	50.0%	6.4%
	No response	Count	107	25	5	3	2	1	143
		% within Eth	27.2%	10.8%	21.7%	21.4%	18.2%	50.0%	21.2%
Total		Count	393	232	23	14	11	2	675
		% within Eth	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Bar Chart

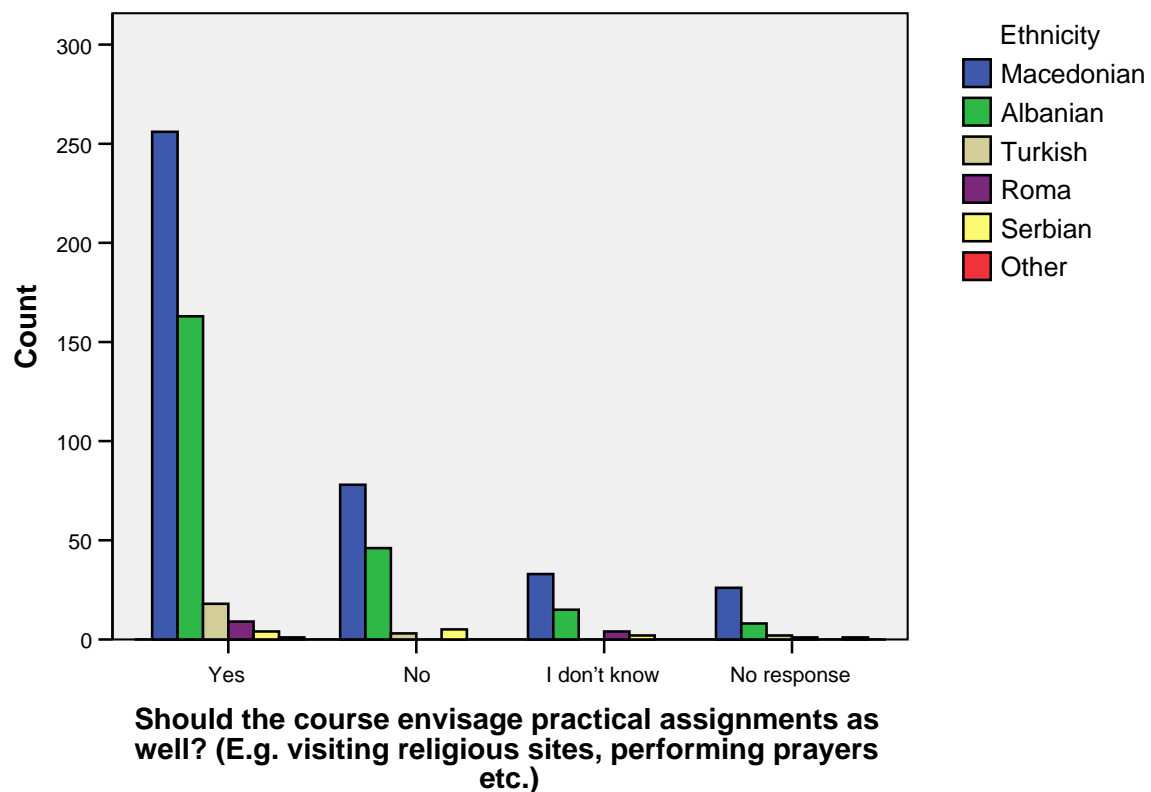


What kind of course should the religious teaching be?

Should the course envisage practical assignments as well? (E.g. visiting religious sites, performing prayers etc.) * Eth

		Ethnicity						Total
		Macedonian	Albanian	Turkish	Roma	Serbian	Other	
Should the course envisage practical assignments as well? (E.g. visiting religious sites, performing prayers etc.)	Yes	Count 256	163	18	9	4	1	451
		% within Eth 65.1%	70.3%	78.3%	64.3%	36.4%	50.0%	66.8%
	No	Count 78	46	3	0	5	0	132
		% within Eth 19.8%	19.8%	13.0%	.0%	45.5%	.0%	19.6%
I don't know	Count 33	15	0	4	2	0	0	54
	% within Eth 8.4%	6.5%	.0%	28.6%	18.2%	.0%	.0%	8.0%
No response	Count 26	8	2	1	0	1	1	38
	% within Eth 6.6%	3.4%	8.7%	7.1%	.0%	50.0%	5.6%	5.6%
Total		Count 393	232	23	14	11	2	675
		% within Eth 100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

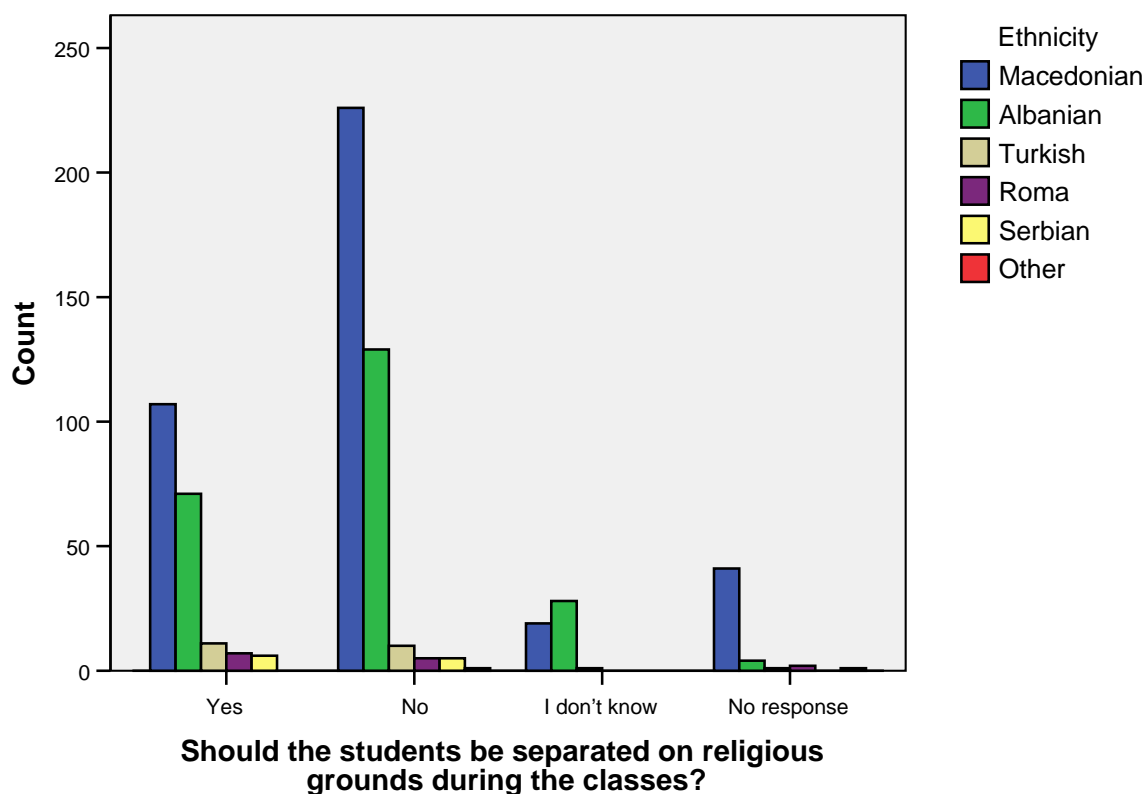
Bar Chart



ould the students be separated on religious grounds during the classes? * Ethnicity Crosstabulat

		Ethnicity						Total	
		Macedonian	Albanian	Turkish	Roma	Serbian	Other		
Should the students be separated on religious grounds during the classes?	Yes	Count	107	71	11	7	6	0	202
		% within Ethnicity	27.2%	30.6%	47.8%	50.0%	54.5%	.0%	29.9%
	No	Count	226	129	10	5	5	1	376
		% within Ethnicity	57.5%	55.6%	43.5%	35.7%	45.5%	50.0%	55.7%
	I don't know	Count	19	28	1	0	0	0	48
		% within Ethnicity	4.8%	12.1%	4.3%	.0%	.0%	.0%	7.1%
	No response	Count	41	4	1	2	0	1	49
		% within Ethnicity	10.4%	1.7%	4.3%	14.3%	.0%	50.0%	7.3%
Total	Count	393	232	23	14	11	2	675	
	% within Ethnicity	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	

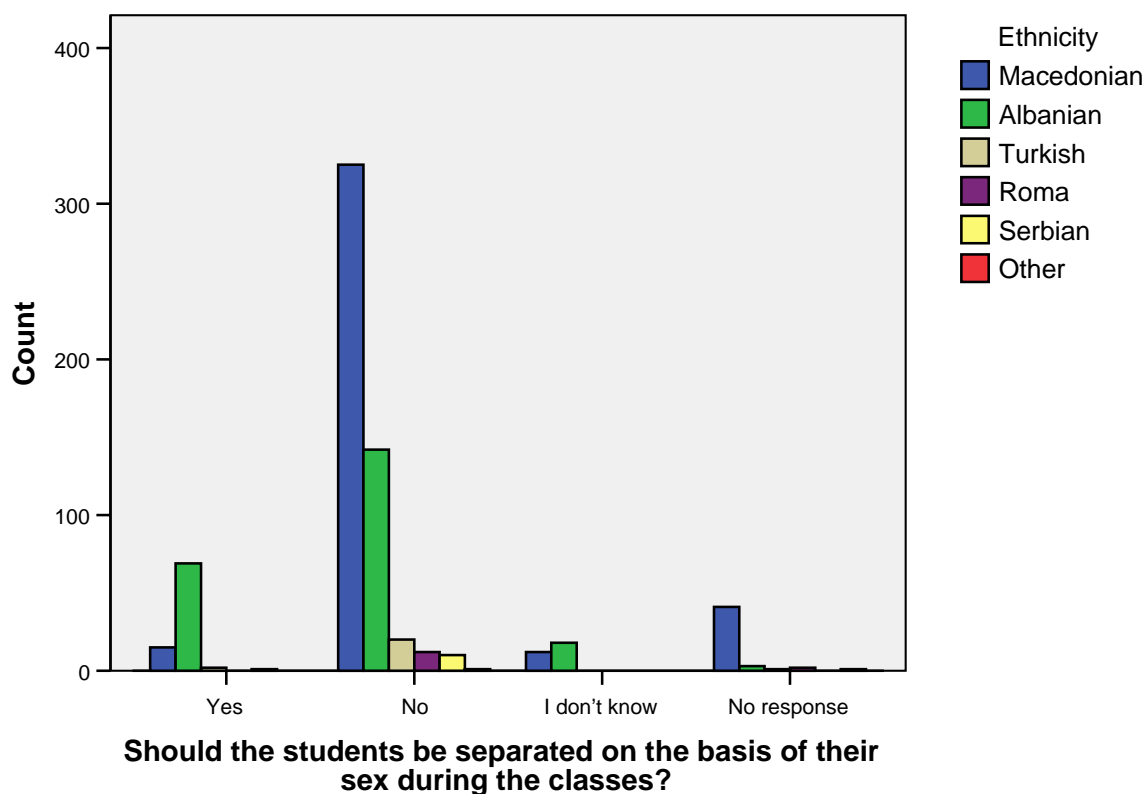
Bar Chart



Id the students be separated on the basis of their sex during the classes? * Ethnicity Crosstabul

			Ethnicity						Total
			Macedonian	Albanian	Turkish	Roma	Serbian	Other	
Should the students be separated on the basis of their sex during the classes?	Yes	Count	15	69	2	0	1	0	87
		% within Ethnicity	3.8%	29.7%	8.7%	.0%	9.1%	.0%	12.9%
	No	Count	325	142	20	12	10	1	510
		% within Ethnicity	82.7%	61.2%	87.0%	85.7%	90.9%	50.0%	75.6%
	I don't know	Count	12	18	0	0	0	0	30
		% within Ethnicity	3.1%	7.8%	.0%	.0%	.0%	.0%	4.4%
	No response	Count	41	3	1	2	0	1	48
		% within Ethnicity	10.4%	1.3%	4.3%	14.3%	.0%	50.0%	7.1%
Total	Count	393	232	23	14	11	2	675	
	% within Ethnicity	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	

Bar Chart

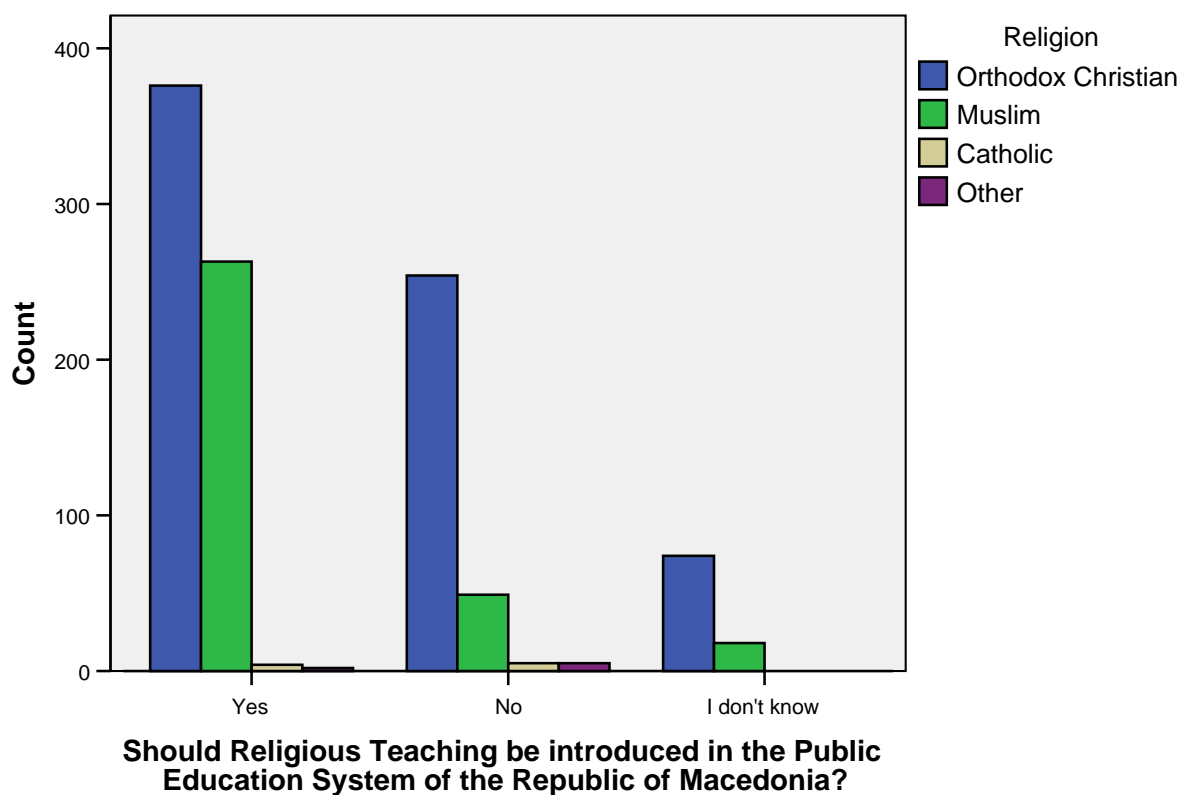


Cross-tabulations 4: RELIGION

Should Religious Teaching be introduced in the Public Education System of the Republic of Macedonia?
Crosstabulation

			Religion				Total
			Orthodox Christian	Muslim	Catholic	Other	
Should Religious Teaching be introduced in the Public Education System of the Republic of Macedonia?	Yes	Count	376	263	4	2	645
		% within Religion	53.4%	79.7%	44.4%	28.6%	61.4%
	No	Count	254	49	5	5	313
		% within Religion	36.1%	14.8%	55.6%	71.4%	29.8%
	I don't know	Count	74	18	0	0	92
		% within Religion	10.5%	5.5%	.0%	.0%	8.8%
Total		Count	704	330	9	7	1050
		% within Religion	100.0%	100.0%	100.0%	100.0%	100.0%

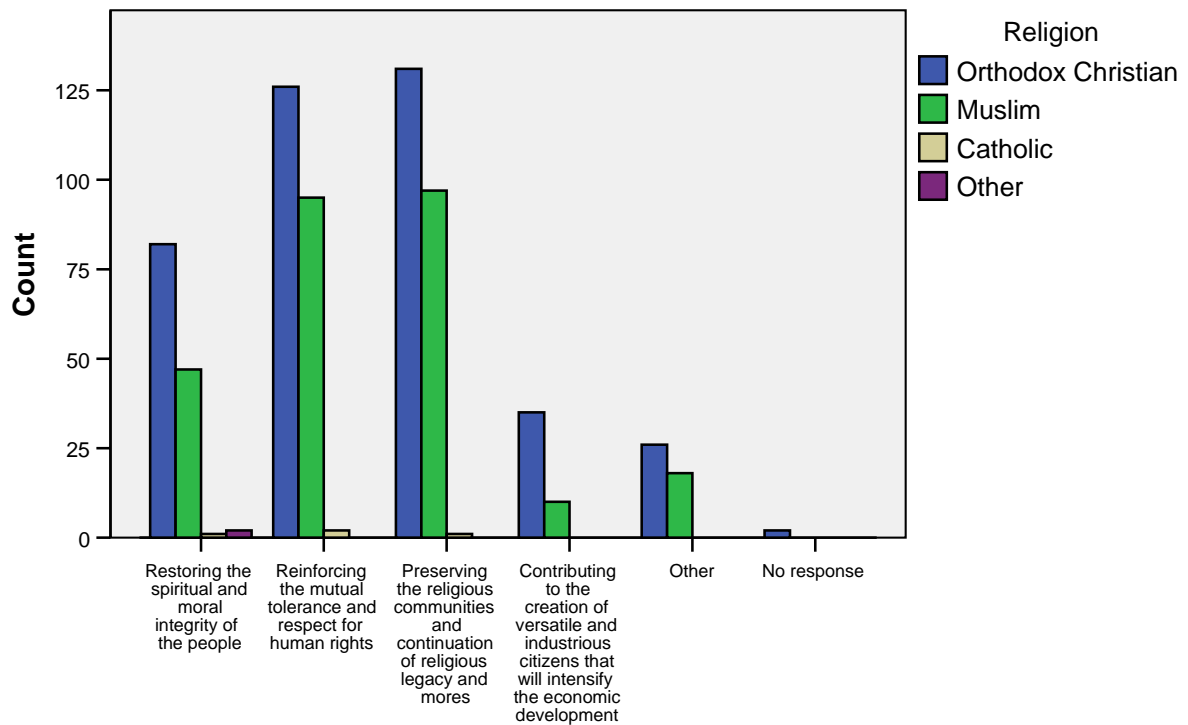
Bar Chart



ould be the main purpose of introducing religious teaching in the public education system? * Religion Crosstab

			Religion				Total
			Orthodox Christian	Muslim	Catholic	Other	
What should be the main purpose of introducing religious teaching in the public education system?	Restoring the spiritual and moral integrity of the people	Count	82	47	1	2	132
		% within Religion	20.4%	17.6%	25.0%	100.0%	19.6%
	Reinforcing the mutual tolerance and respect for human rights	Count	126	95	2	0	223
		% within Religion	31.3%	35.6%	50.0%	.0%	33.0%
	Preserving the religious communities and	Count	131	97	1	0	229
		% within Religion	32.6%	36.3%	25.0%	.0%	33.9%
	Contributing to the creation of versatile and	Count	35	10	0	0	45
		% within Religion	8.7%	3.7%	.0%	.0%	6.7%
	Other	Count	26	18	0	0	44
		% within Religion	6.5%	6.7%	.0%	.0%	6.5%
	No response	Count	2	0	0	0	2
		% within Religion	.5%	.0%	.0%	.0%	.3%
Total		Count	402	267	4	2	675
		% within Religion	100.0%	100.0%	100.0%	100.0%	100.0%

Bar Chart

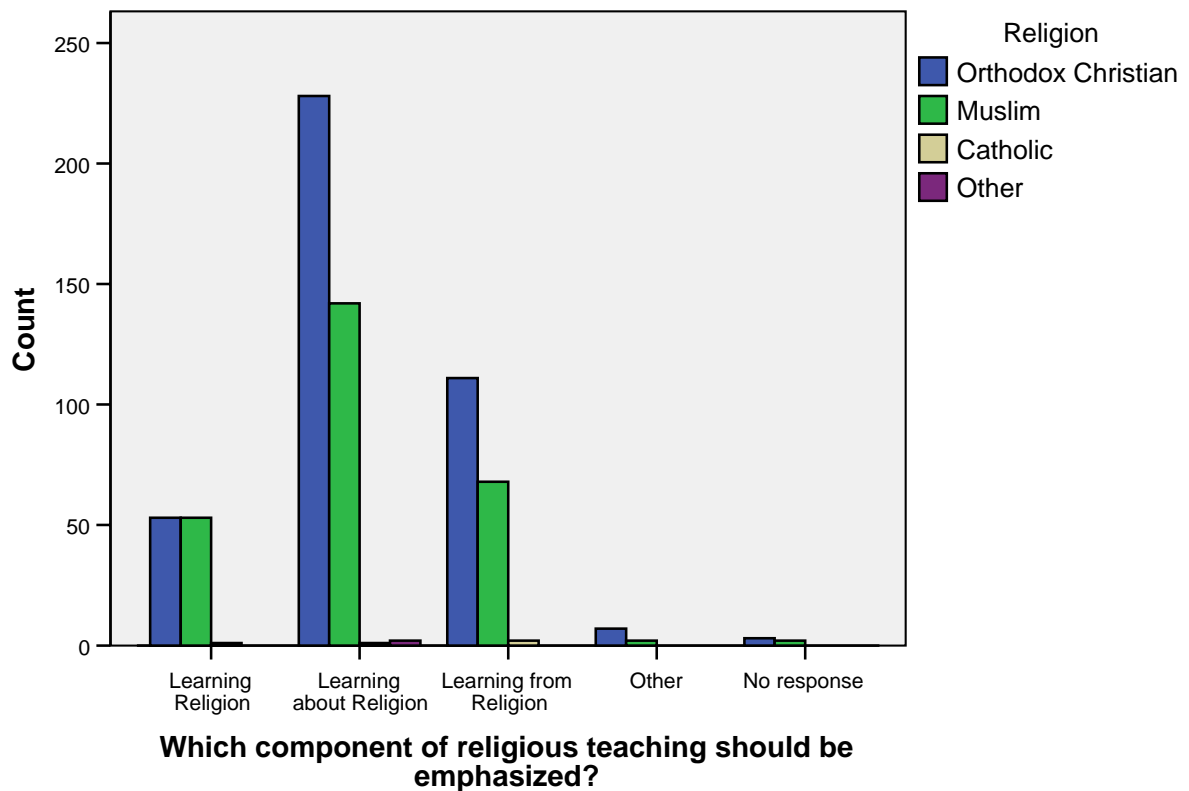


What should be the main purpose of introducing ...

Which component of religious teaching should be emphasized? * Religion Crosstabulation

			Religion				Total
			Orthodox Christian	Muslim	Catholic	Other	
Which component of religious teaching should be emphasized?	Learning Religion	Count	53	53	1	0	107
		% within Religion	13.2%	19.9%	25.0%	.0%	15.9%
	Learning about Religion	Count	228	142	1	2	373
		% within Religion	56.7%	53.2%	25.0%	100.0%	55.3%
	Learning from Religion	Count	111	68	2	0	181
		% within Religion	27.6%	25.5%	50.0%	.0%	26.8%
	Other	Count	7	2	0	0	9
		% within Religion	1.7%	.7%	.0%	.0%	1.3%
	No response	Count	3	2	0	0	5
		% within Religion	.7%	.7%	.0%	.0%	.7%
Total			402	267	4	2	675
			100.0%	100.0%	100.0%	100.0%	100.0%

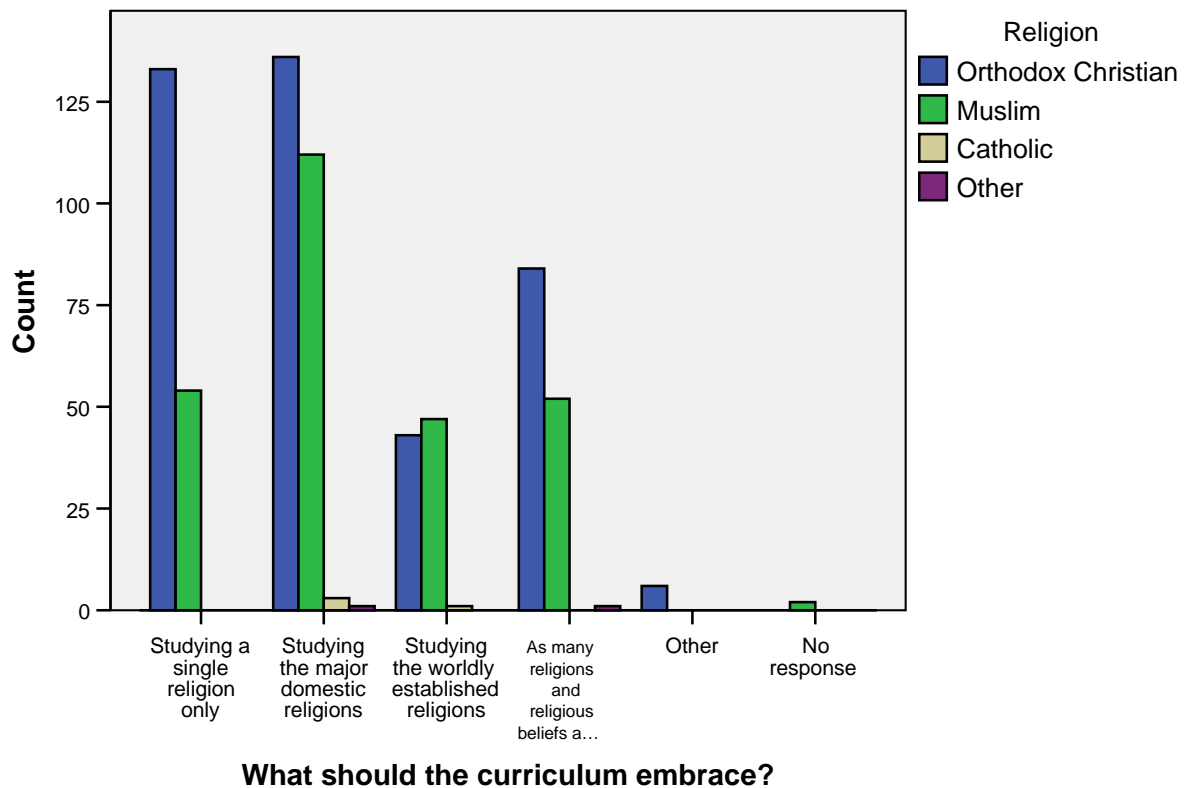
Bar Chart



What should the curriculum embrace? * Religion Crosstabulation

			Religion				Total
			Orthodox Christian	Muslim	Catholic	Other	
What should the curriculum embrace?	Studying a single religion only	Count	133	54	0	0	187
		% within Religion	33.1%	20.2%	.0%	.0%	27.7%
	Studying the major domestic religions	Count	136	112	3	1	252
		% within Religion	33.8%	41.9%	75.0%	50.0%	37.3%
	Studying the worldly established religions	Count	43	47	1	0	91
		% within Religion	10.7%	17.6%	25.0%	.0%	13.5%
	As many religions and religious beliefs	Count	84	52	0	1	137
		% within Religion	20.9%	19.5%	.0%	50.0%	20.3%
	Other	Count	6	0	0	0	6
		% within Religion	1.5%	.0%	.0%	.0%	.9%
	No response	Count	0	2	0	0	2
		% within Religion	.0%	.7%	.0%	.0%	.3%
Total	Count	402	267	4	2	675	
	% within Religion	100.0%	100.0%	100.0%	100.0%	100.0%	

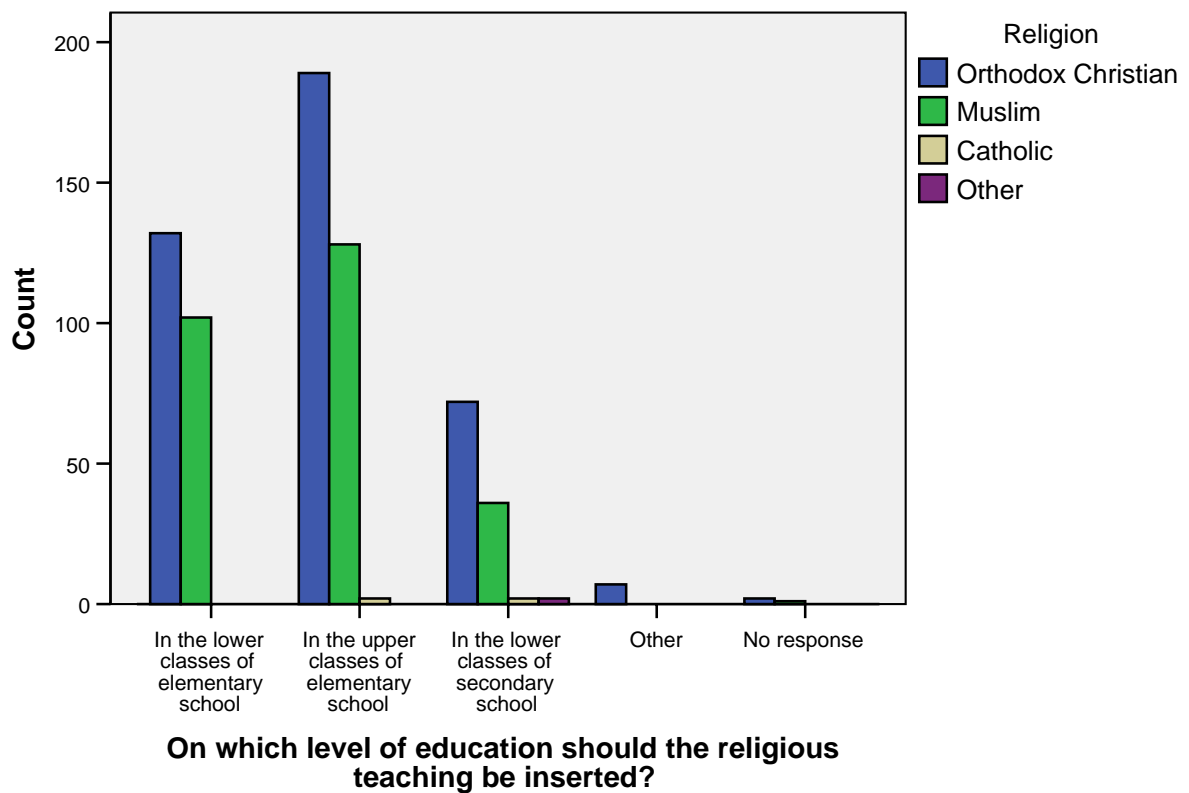
Bar Chart



In which level of education should the religious teaching be inserted? * Religion Crosstabulation

			Religion				Total
			Orthodox Christian	Muslim	Catholic	Other	
On which level of education should the religious teaching be inserted?	In the lower classes of elementary school	Count	132	102	0	0	234
		% within Religion	32.8%	38.2%	.0%	.0%	34.7%
	In the upper classes of elementary school	Count	189	128	2	0	319
		% within Religion	47.0%	47.9%	50.0%	.0%	47.3%
	In the lower classes of secondary school	Count	72	36	2	2	112
		% within Religion	17.9%	13.5%	50.0%	100.0%	16.6%
	Other	Count	7	0	0	0	7
		% within Religion	1.7%	.0%	.0%	.0%	1.0%
	No response	Count	2	1	0	0	3
		% within Religion	.5%	.4%	.0%	.0%	.4%
Total		Count	402	267	4	2	675
		% within Religion	100.0%	100.0%	100.0%	100.0%	100.0%

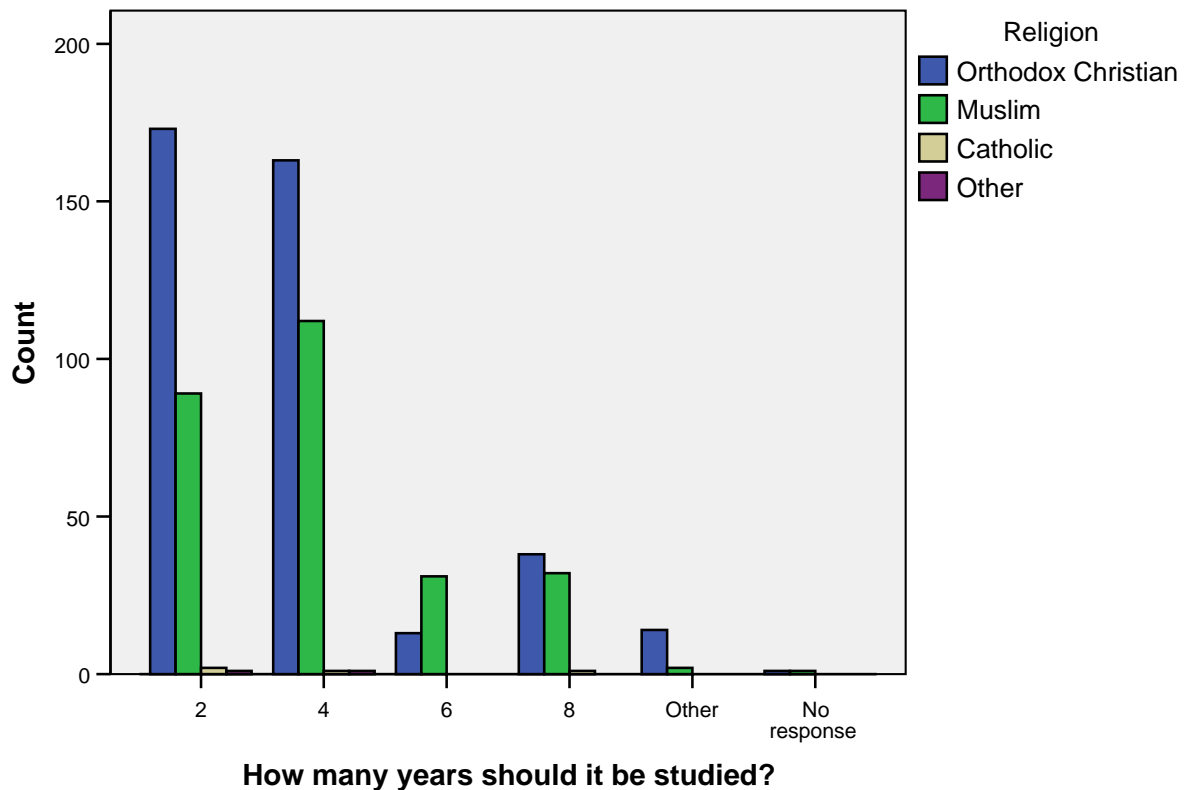
Bar Chart



How many years should it be studied? * Religion Crosstabulation

			Religion				Total
			Orthodox Christian	Muslim	Catholic	Other	
How many years should it be studied?	2	Count	173	89	2	1	265
		% within Religion	43.0%	33.3%	50.0%	50.0%	39.3%
	4	Count	163	112	1	1	277
		% within Religion	40.5%	41.9%	25.0%	50.0%	41.0%
	6	Count	13	31	0	0	44
		% within Religion	3.2%	11.6%	.0%	.0%	6.5%
	8	Count	38	32	1	0	71
		% within Religion	9.5%	12.0%	25.0%	.0%	10.5%
	Other	Count	14	2	0	0	16
		% within Religion	3.5%	.7%	.0%	.0%	2.4%
	No response	Count	1	1	0	0	2
		% within Religion	.2%	.4%	.0%	.0%	.3%
	Total	Count	402	267	4	2	675
		% within Religion	100.0%	100.0%	100.0%	100.0%	100.0%

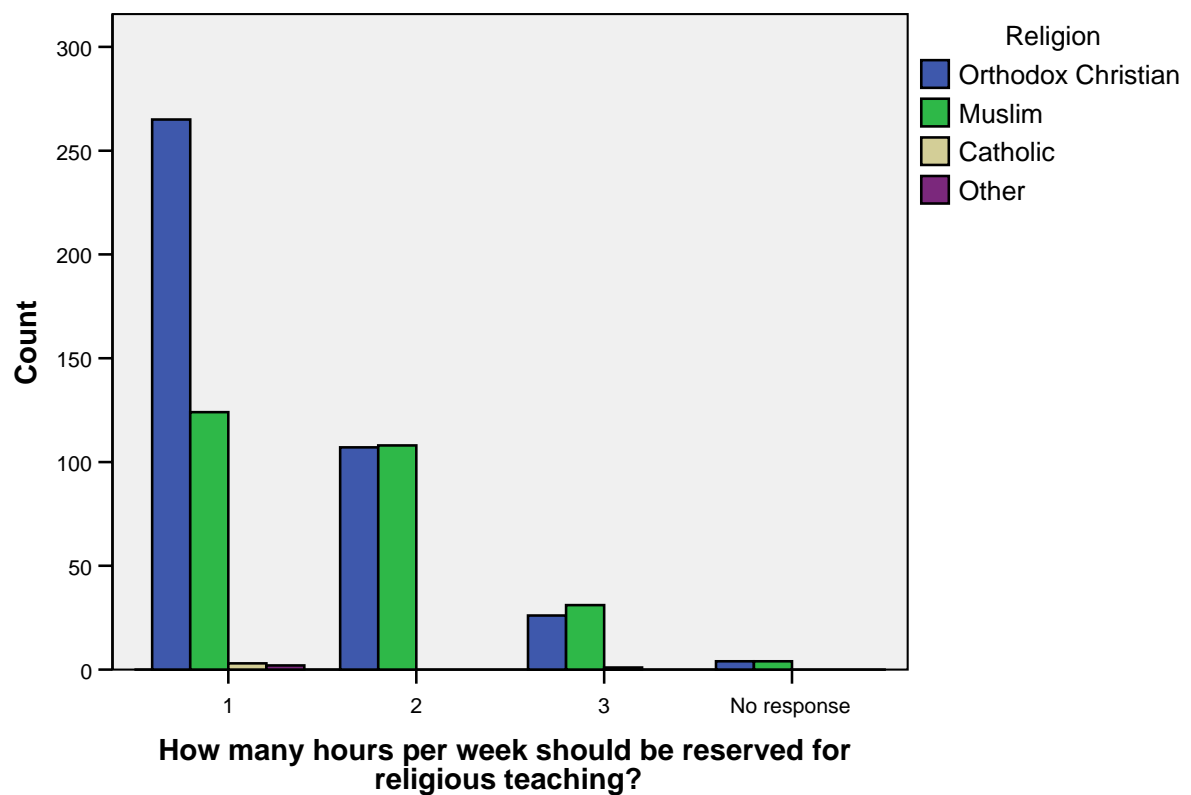
Bar Chart



How many hours per week should be reserved for religious teaching? * Religion Crosstabulation

		Religion				Total	
		Orthodox Christian	Muslim	Catholic	Other		
How many hours per week should be reserved for religious teaching?	1	Count	265	124	3	2	394
		% within Religion	65.9%	46.4%	75.0%	100.0%	58.4%
	2	Count	107	108	0	0	215
		% within Religion	26.6%	40.4%	.0%	.0%	31.9%
	3	Count	26	31	1	0	58
		% within Religion	6.5%	11.6%	25.0%	.0%	8.6%
	No response	Count	4	4	0	0	8
		% within Religion	1.0%	1.5%	.0%	.0%	1.2%
Total		Count	402	267	4	2	675
		% within Religion	100.0%	100.0%	100.0%	100.0%	100.0%

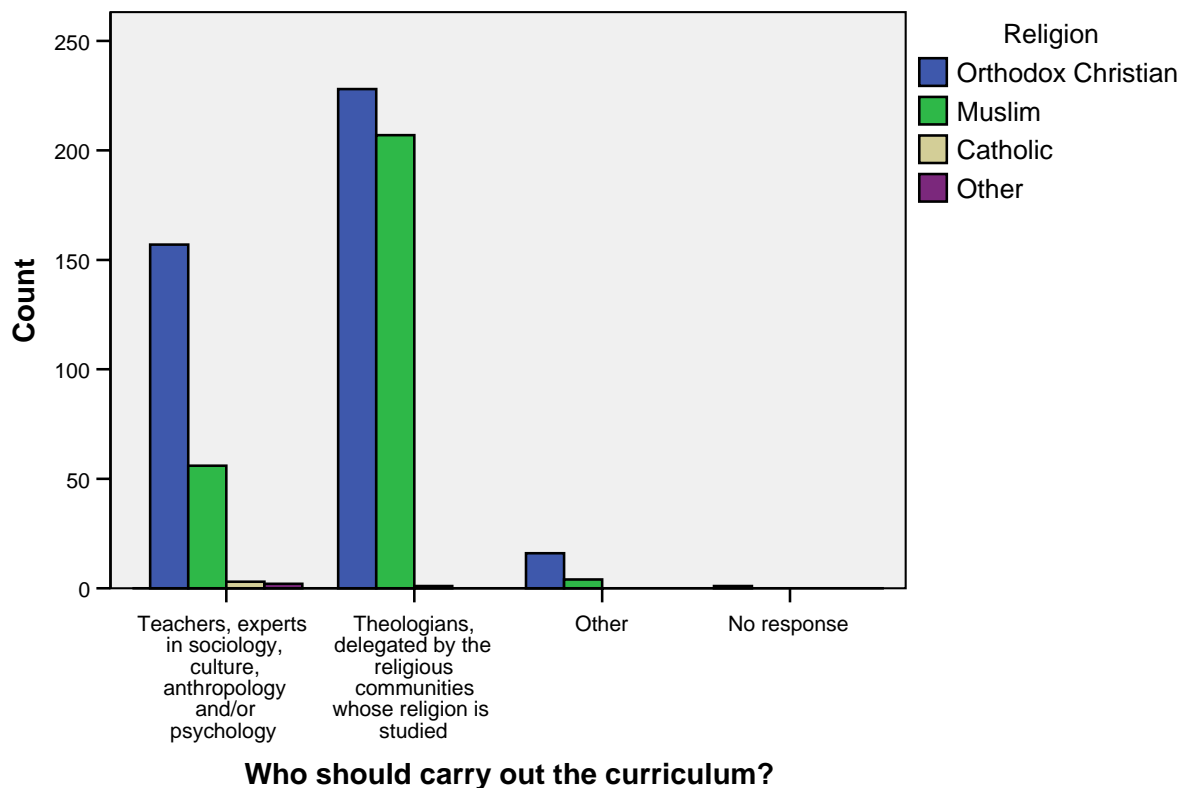
Bar Chart



Who should carry out the curriculum? * Religion Crosstabulation

			Religion				Total
			Orthodox Christian	Muslim	Catholic	Other	
Who should carry out the curriculum?	Teachers, experts in sociology, culture, anthropology and/or psychology	Count	157	56	3	2	218
		% within Religion	39.1%	21.0%	75.0%	100.0%	32.3%
	Theologians, delegate by the religious communities whose religion is studied	Count	228	207	1	0	436
		% within Religion	56.7%	77.5%	25.0%	.0%	64.6%
Other		Count	16	4	0	0	20
		% within Religion	4.0%	1.5%	.0%	.0%	3.0%
No response		Count	1	0	0	0	1
		% within Religion	.2%	.0%	.0%	.0%	.1%
Total		Count	402	267	4	2	675
		% within Religion	100.0%	100.0%	100.0%	100.0%	100.0%

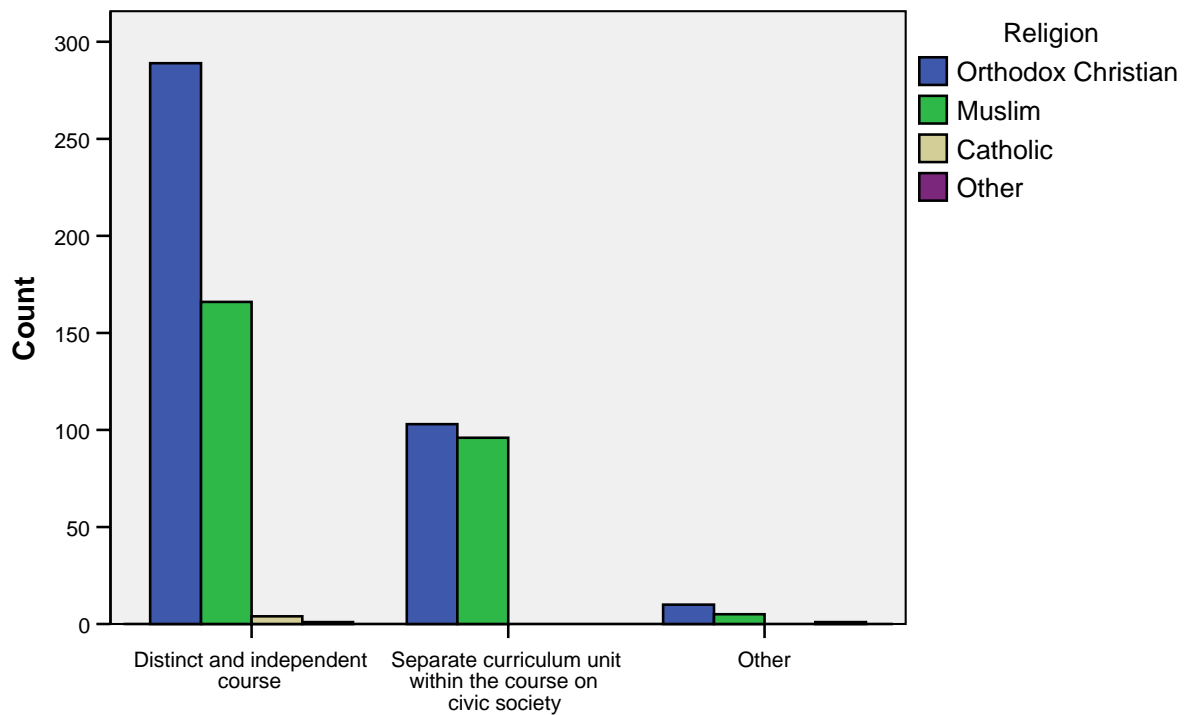
Bar Chart



What is the most appropriate form of carrying out the religious teaching? * Religion Crosstabulation

			Religion				Total
			Orthodox Christian	Muslim	Catholic	Other	
What is the most appropriate form of carrying out religious teaching?	Distinct and independent course	Count	289	166	4	1	460
		% within Religion	71.9%	62.2%	100.0%	50.0%	68.1%
	Separate curriculum unit within the course on civic society	Count	103	96	0	0	199
		% within Religion	25.6%	36.0%	.0%	.0%	29.5%
	Other	Count	10	5	0	1	16
		% within Religion	2.5%	1.9%	.0%	50.0%	2.4%
Total	Count	402	267	4	2	675	
	% within Religion	100.0%	100.0%	100.0%	100.0%	100.0%	

Bar Chart

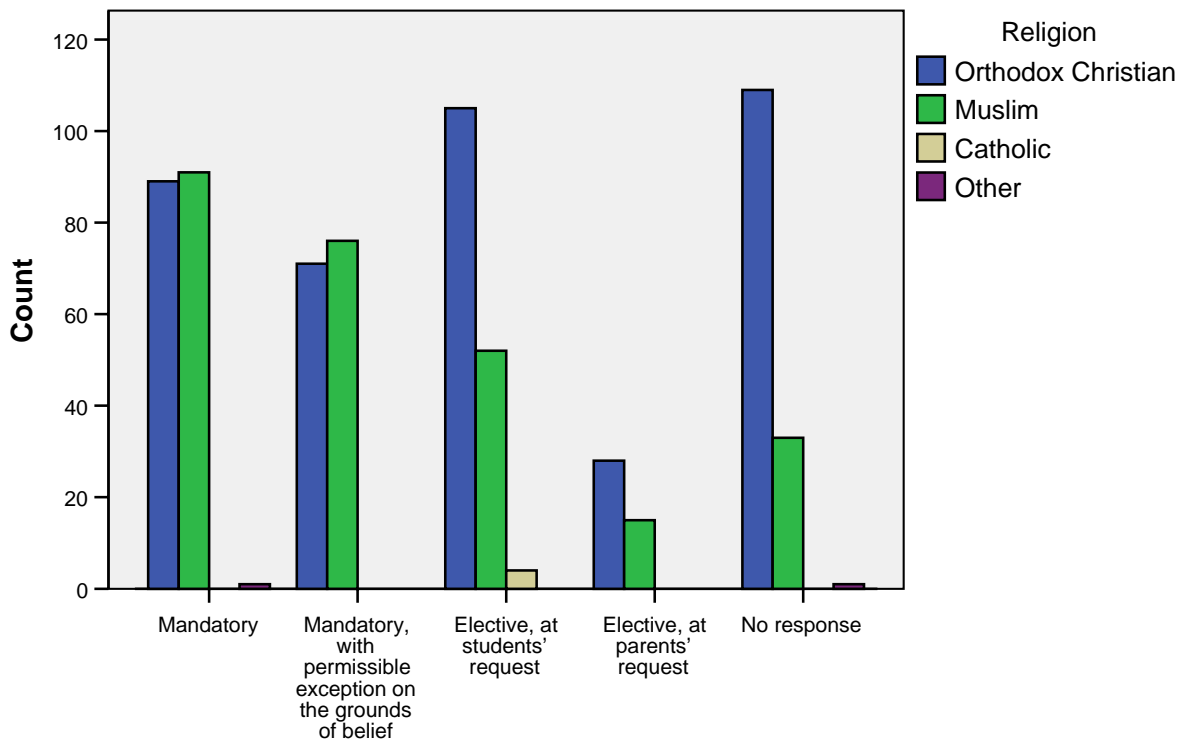


What is the most appropriate form of carrying out the religious teaching?

What kind of course should the religious teaching be? * Religion Crosstabulation

			Religion				Total
			Orthodox Christian	Muslim	Catholic	Other	
What kind of course should the religious teaching be?	Mandatory	Count	89	91	0	1	181
		% within Religion	22.1%	34.1%	.0%	50.0%	26.8%
	Mandatory, with permissible exception on the grounds of belief	Count	71	76	0	0	147
		% within Religion	17.7%	28.5%	.0%	.0%	21.8%
	Elective, at students' request	Count	105	52	4	0	161
		% within Religion	26.1%	19.5%	100.0%	.0%	23.9%
	Elective, at parents' request	Count	28	15	0	0	43
		% within Religion	7.0%	5.6%	.0%	.0%	6.4%
	No response	Count	109	33	0	1	143
		% within Religion	27.1%	12.4%	.0%	50.0%	21.2%
Total	Count	402	267	4	2	675	
	% within Religion	100.0%	100.0%	100.0%	100.0%	100.0%	

Bar Chart

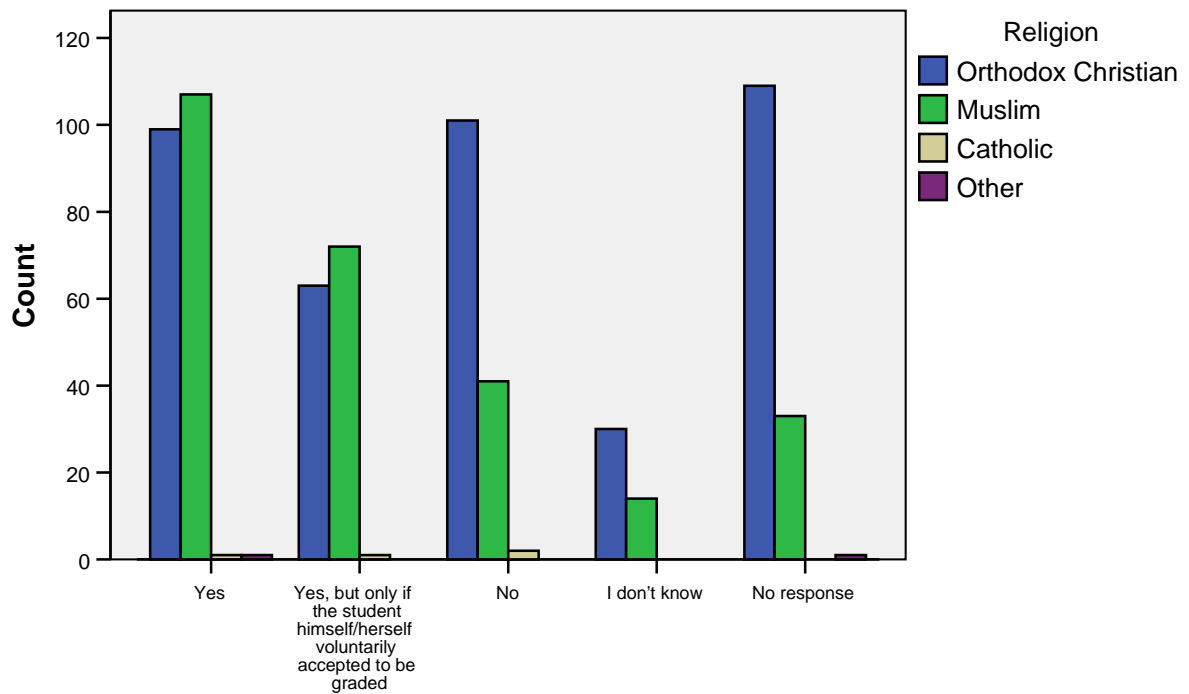


What kind of course should the religious teaching be?

Should the knowledge acquired in the course of religious teaching be graded? * Religion Crosstabulation

			Religion				Total
			Orthodox Christian	Muslim	Catholic	Other	
Should the knowledge acquired in the course of religious teaching be graded?	Yes	Count % within Religion	99 24.6%	107 40.1%	1 25.0%	1 50.0%	208 30.8%
	Yes, but only if the student himself/herself voluntarily accepted to be graded	Count % within Religion	63 15.7%	72 27.0%	1 25.0%	0 .0%	136 20.1%
	No	Count % within Religion	101 25.1%	41 15.4%	2 50.0%	0 .0%	144 21.3%
	I don't know	Count % within Religion	30 7.5%	14 5.2%	0 .0%	0 .0%	44 6.5%
	No response	Count % within Religion	109 27.1%	33 12.4%	0 .0%	1 50.0%	143 21.2%
	Total	Count % within Religion	402 100.0%	267 100.0%	4 100.0%	2 100.0%	675 100.0%

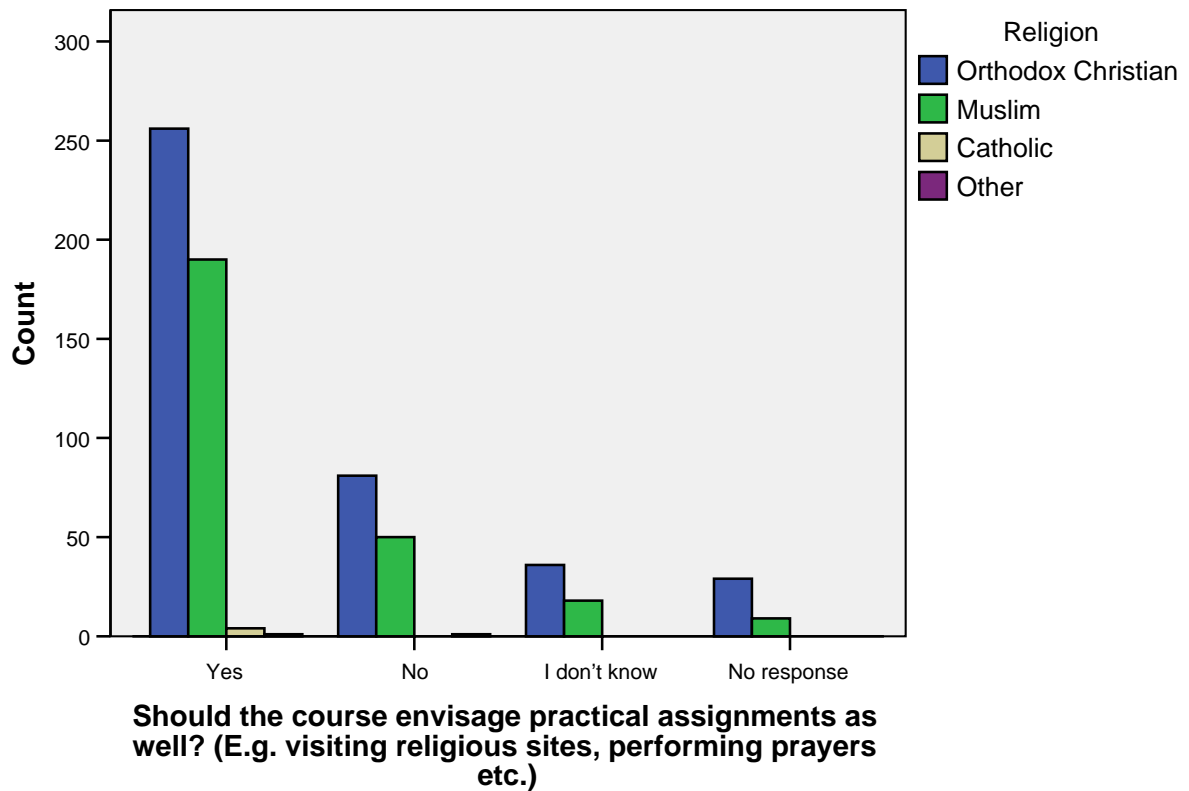
Bar Chart



Should the course envisage practical assignments as well? (E.g. visiting religious sites, performing prayers etc.)
Crosstabulation

			Religion				Total
			Orthodox Christian	Muslim	Catholic	Other	
Should the course envisage practical assignments as well? g. visiting religious sites, performing prayers etc.	Yes	Count	256	190	4	1	451
		% within Religion	63.7%	71.2%	100.0%	50.0%	66.8%
	No	Count	81	50	0	1	132
		% within Religion	20.1%	18.7%	.0%	50.0%	19.6%
	I don't know	Count	36	18	0	0	54
		% within Religion	9.0%	6.7%	.0%	.0%	8.0%
	No response	Count	29	9	0	0	38
		% within Religion	7.2%	3.4%	.0%	.0%	5.6%
Total		Count	402	267	4	2	675
		% within Religion	100.0%	100.0%	100.0%	100.0%	100.0%

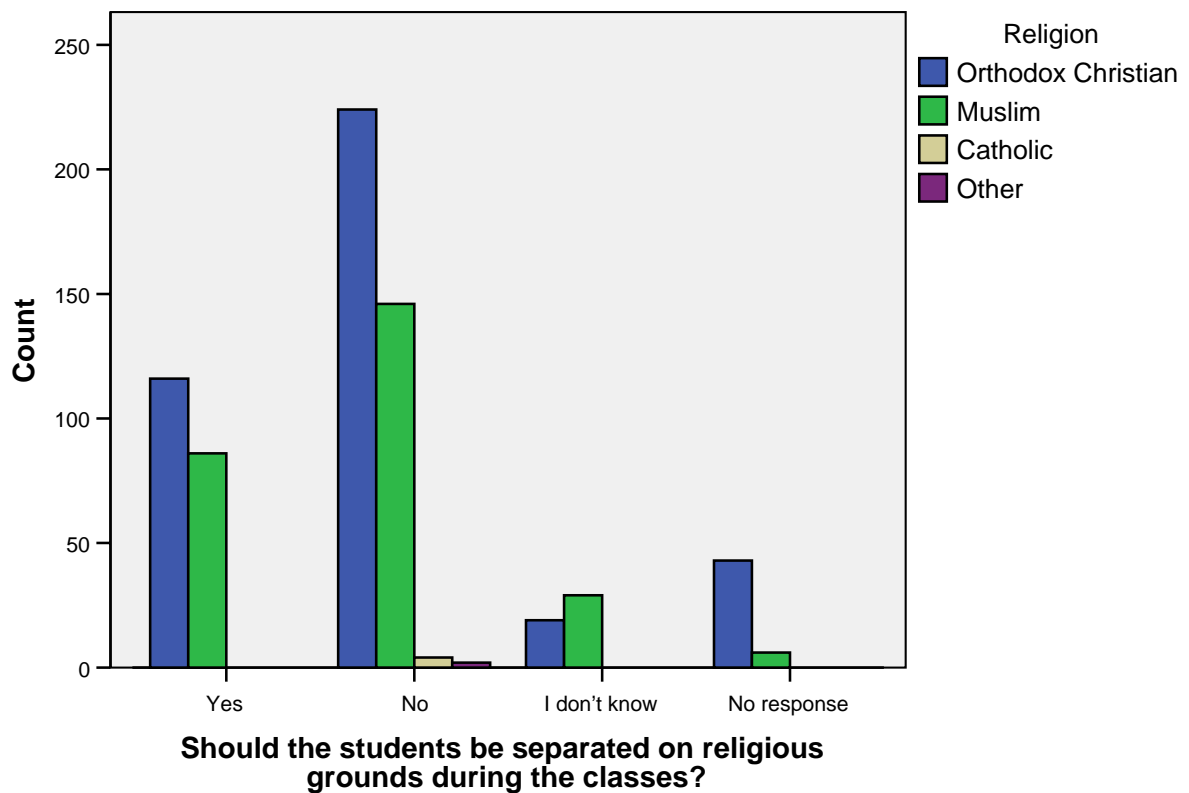
Bar Chart



ould the students be separated on religious grounds during the classes? * Religion Crosstabulat

			Religion				Total
			Orthodox Christian	Muslim	Catholic	Other	
Should the students be separated on religious grounds during the classes	Yes	Count	116	86	0	0	202
		% within Religion	28.9%	32.2%	.0%	.0%	29.9%
	No	Count	224	146	4	2	376
		% within Religion	55.7%	54.7%	100.0%	100.0%	55.7%
	I don't know	Count	19	29	0	0	48
		% within Religion	4.7%	10.9%	.0%	.0%	7.1%
	No response	Count	43	6	0	0	49
		% within Religion	10.7%	2.2%	.0%	.0%	7.3%
Total	Count	402	267	4	2	675	
	% within Religion	100.0%	100.0%	100.0%	100.0%	100.0%	

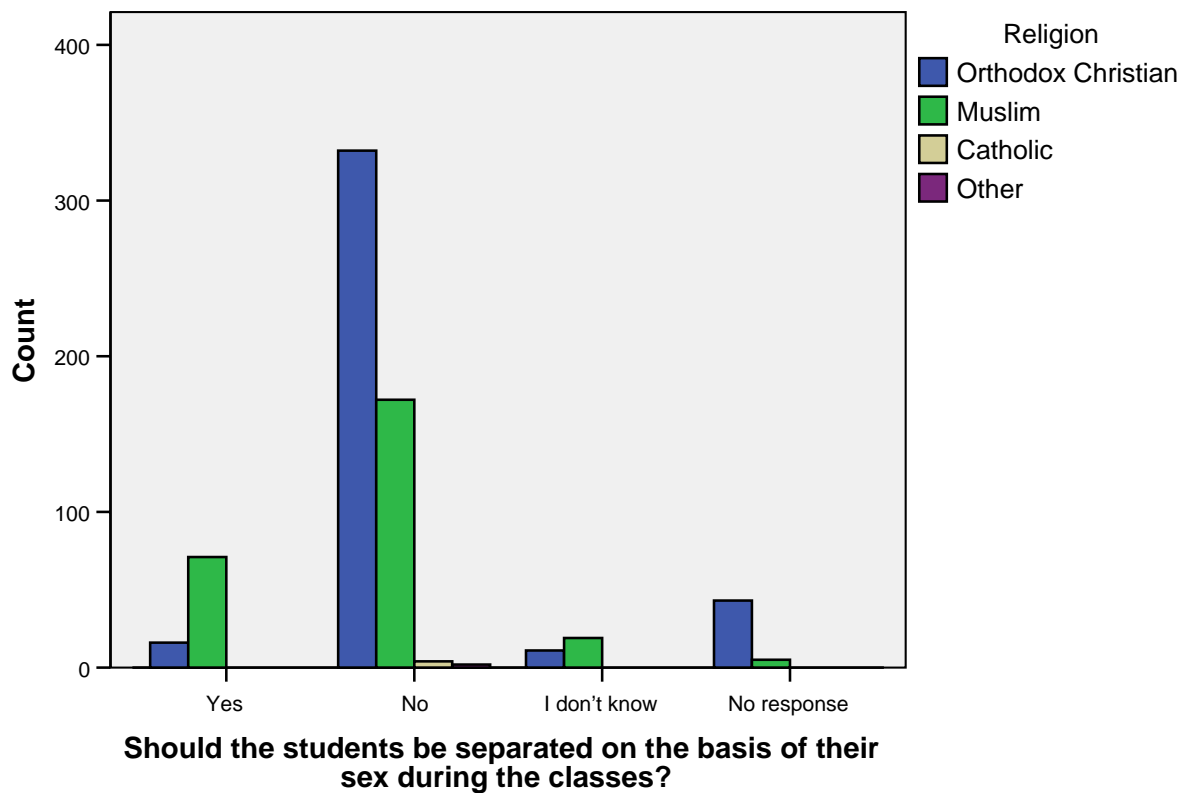
Bar Chart



Should the students be separated on the basis of their sex during the classes? * Religion Crosstabul

		Religion				Total	
		Orthodox Christian	Muslim	Catholic	Other		
Should the students be separated on the basis of their sex during the classes?	Yes	Count	16	71	0	0	87
		% within Religion	4.0%	26.6%	.0%	.0%	12.9%
	No	Count	332	172	4	2	510
		% within Religion	82.6%	64.4%	100.0%	100.0%	75.6%
	I don't know	Count	11	19	0	0	30
		% within Religion	2.7%	7.1%	.0%	.0%	4.4%
	No response	Count	43	5	0	0	48
		% within Religion	10.7%	1.9%	.0%	.0%	7.1%
Total	Count	402	267	4	2	675	
	% within Religion	100.0%	100.0%	100.0%	100.0%	100.0%	

Bar Chart

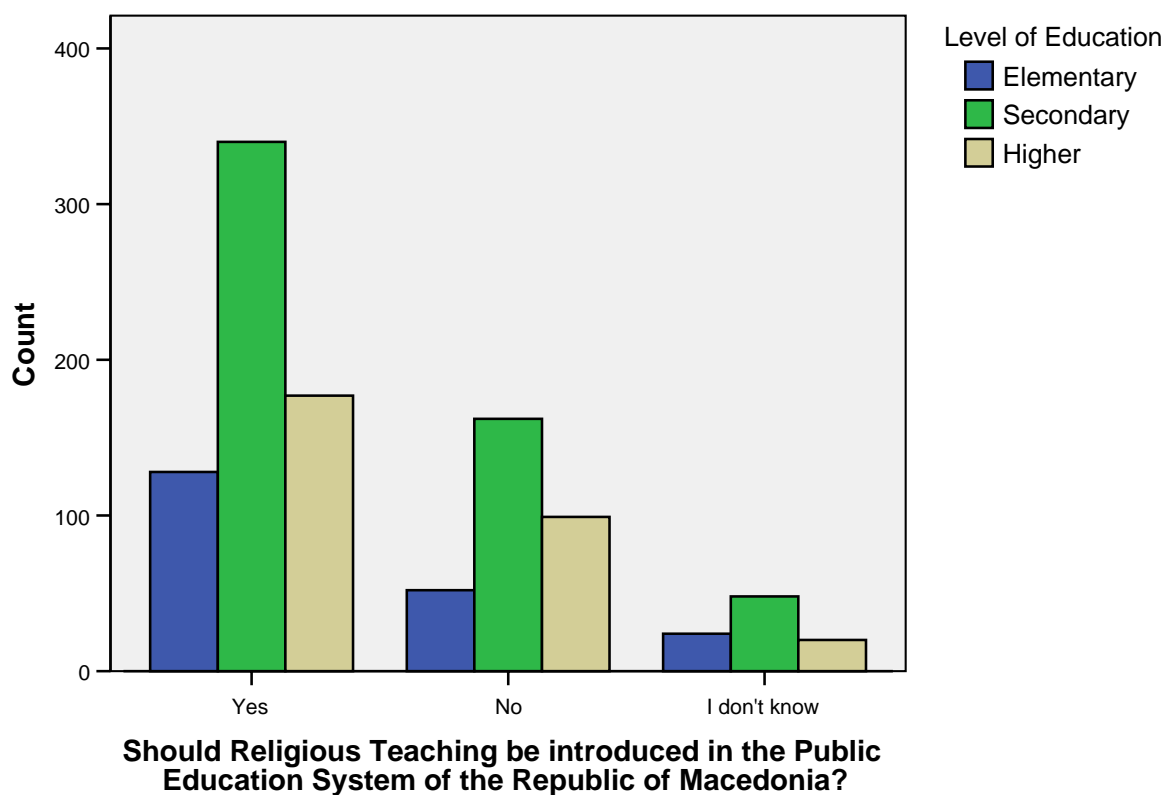


Cross-tabulations 5: EDUCATION

Id Religious Teaching be introduced in the Public Education System of the Republic of Macedonia?
Level of Education Crosstabulation

			Level of Education			Total
			Elementary	Secondary	Higher	
Should Religious Teaching be introduced in the Public Education System of the Republic of Macedonia?	Yes	Count	128	340	177	645
		% within Level of Education	62.7%	61.8%	59.8%	61.4%
	No	Count	52	162	99	313
		% within Level of Education	25.5%	29.5%	33.4%	29.8%
	I don't know	Count	24	48	20	92
		% within Level of Education	11.8%	8.7%	6.8%	8.8%
Total		Count	204	550	296	1050
		% within Level of Education	100.0%	100.0%	100.0%	100.0%

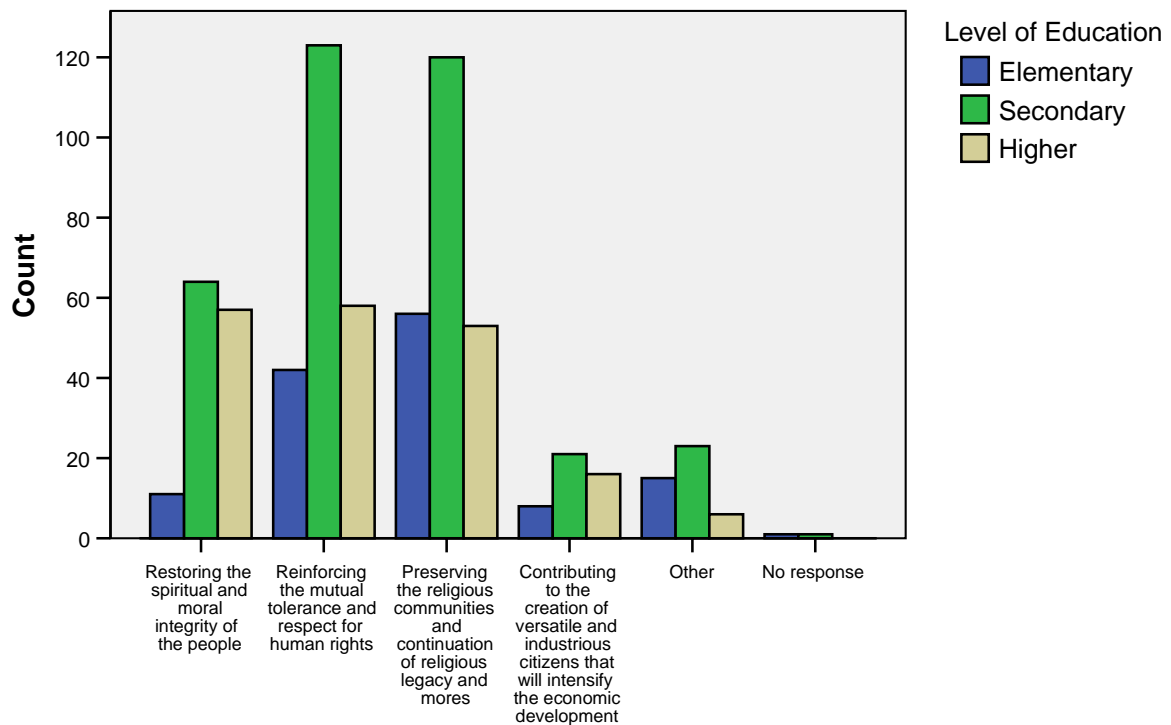
Bar Chart



What should be the main purpose of introducing religious teaching in the public education system? * Level of Education Crosstabulation

			Level of Education			Total
			Elementary	Secondary	Higher	
What should be the main purpose of introducing religious teaching in the public education system?	Restoring the spiritual and moral integrity of the people	Count % within Level of Education	11 8.3%	64 18.2%	57 30.0%	132 19.6%
	Reinforcing the mutual tolerance and respect for human rights	Count % within Level of Education	42 31.6%	123 34.9%	58 30.5%	223 33.0%
	Preserving the religious communities and continuation of religious	Count % within Level of Education	56 42.1%	120 34.1%	53 27.9%	229 33.9%
	Contributing to the creation of versatile and industrious citizens that	Count % within Level of Education	8 6.0%	21 6.0%	16 8.4%	45 6.7%
	Other	Count % within Level of Education	15 11.3%	23 6.5%	6 3.2%	44 6.5%
	No response	Count % within Level of Education	1 .8%	1 .3%	0 .0%	2 .3%
Total		Count % within Level of Education	133 100.0%	352 100.0%	190 100.0%	675 100.0%

Bar Chart

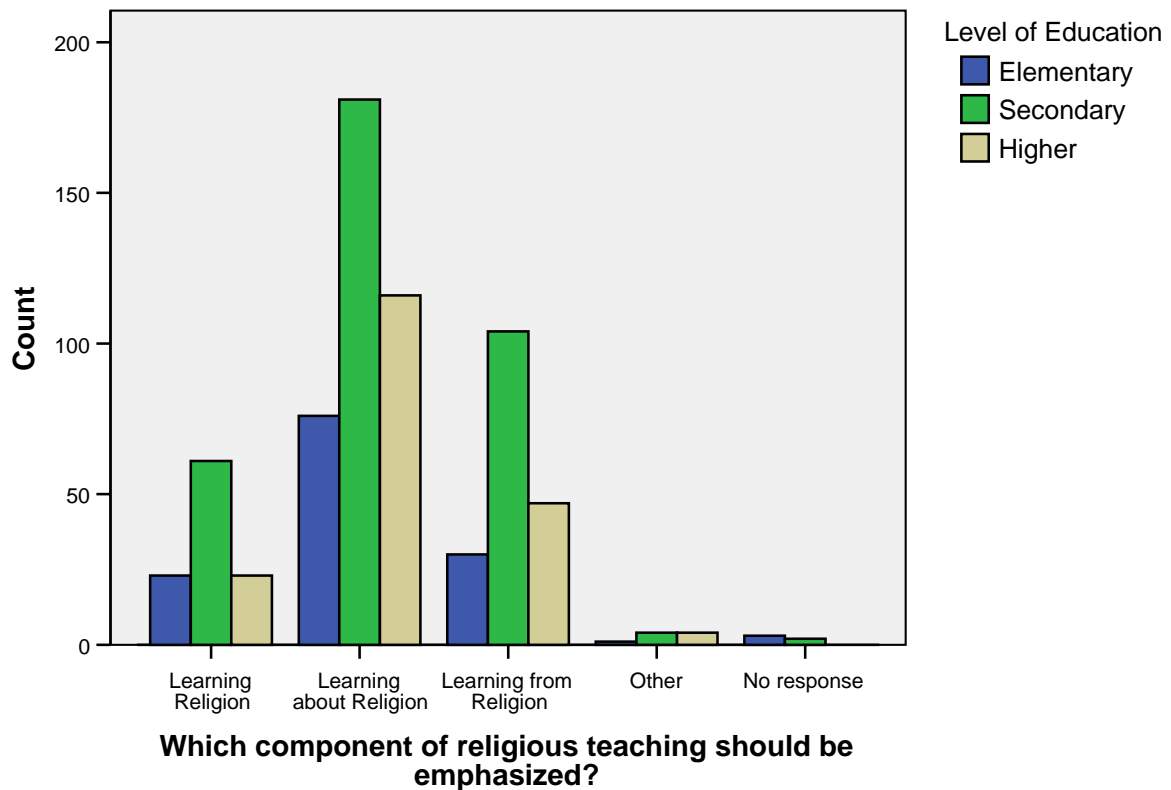


What should be the main purpose of introducing ...

Which component of religious teaching should be emphasized? * Level of Education Crosstabulation

			Level of Education			Total
			Elementary	Secondary	Higher	
Which component of religious teaching should be emphasized?	Learning Religion	Count	23	61	23	107
		% within Level of Education	17.3%	17.3%	12.1%	15.9%
	Learning about Religion	Count	76	181	116	373
		% within Level of Education	57.1%	51.4%	61.1%	55.3%
	Learning from Religion	Count	30	104	47	181
		% within Level of Education	22.6%	29.5%	24.7%	26.8%
	Other	Count	1	4	4	9
		% within Level of Education	.8%	1.1%	2.1%	1.3%
	No response	Count	3	2	0	5
		% within Level of Education	2.3%	.6%	.0%	.7%
Total		Count	133	352	190	675
		% within Level of Education	100.0%	100.0%	100.0%	100.0%

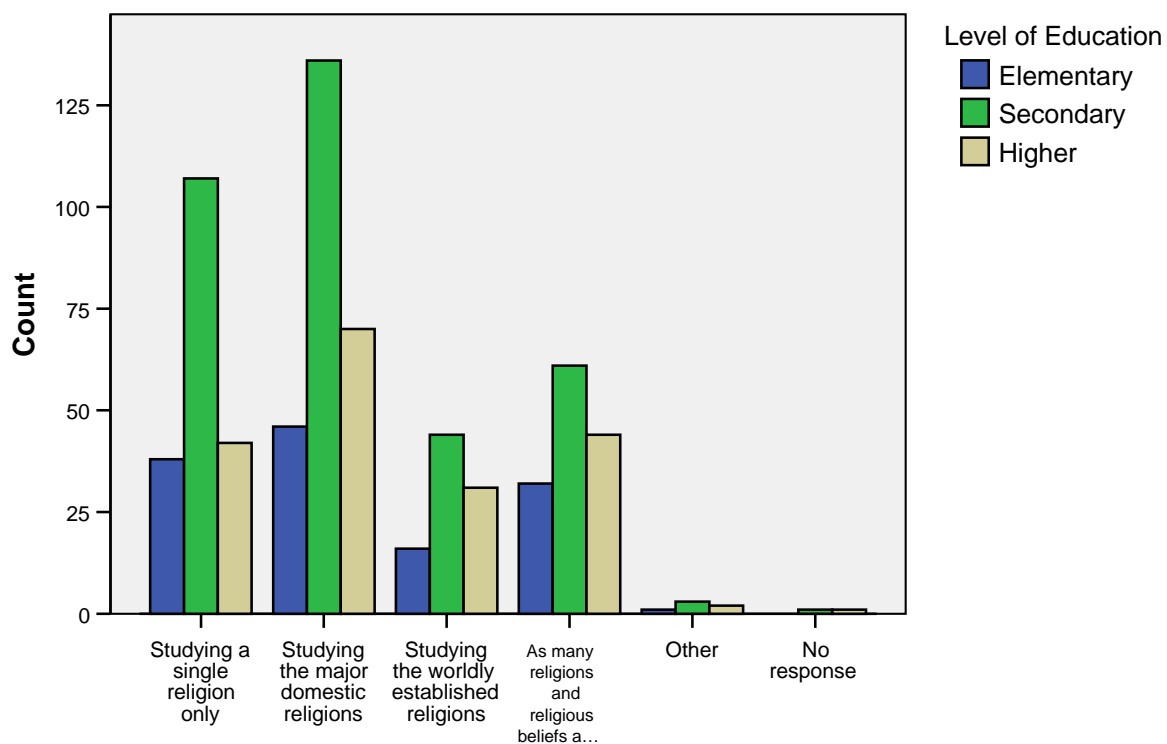
Bar Chart



What should the curriculum embrace? * Level of Education Crosstabulation

			Level of Education			Total
			Elementary	Secondary	Higher	
What should the curriculum embrace?	Studying a single religion only	Count % within Level of Education	38 28.6%	107 30.4%	42 22.1%	187 27.7%
	Studying the major domestic religions	Count % within Level of Education	46 34.6%	136 38.6%	70 36.8%	252 37.3%
	Studying the worldly established religions	Count % within Level of Education	16 12.0%	44 12.5%	31 16.3%	91 13.5%
	As many religions and religious beliefs as possible	Count % within Level of Education	32 24.1%	61 17.3%	44 23.2%	137 20.3%
	Other	Count % within Level of Education	1 .8%	3 .9%	2 1.1%	6 .9%
	No response	Count % within Level of Education	0 .0%	1 .3%	1 .5%	2 .3%
Total		Count % within Level of Education	133 100.0%	352 100.0%	190 100.0%	675 100.0%

Bar Chart

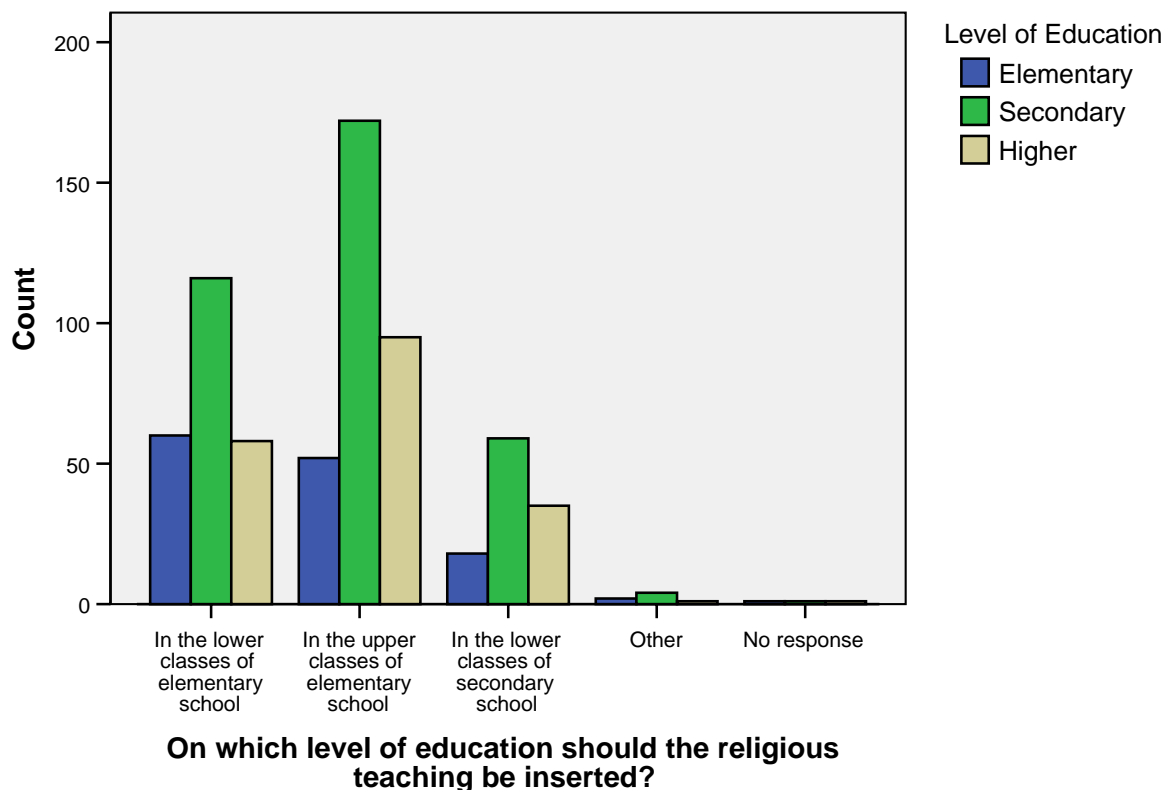


What should the curriculum embrace?

On which level of education should the religious teaching be inserted? * Level of Education Crosstabulation

			Level of Education			Total
			Elementary	Secondary	Higher	
On which level of education should the religious teaching be inserted?	In the lower classes of elementary school	Count	60	116	58	234
		% within Level of Education	45.1%	33.0%	30.5%	34.7%
	In the upper classes of elementary school	Count	52	172	95	319
		% within Level of Education	39.1%	48.9%	50.0%	47.3%
	In the lower classes of secondary school	Count	18	59	35	112
		% within Level of Education	13.5%	16.8%	18.4%	16.6%
Other		Count	2	4	1	7
		% within Level of Education	1.5%	1.1%	.5%	1.0%
No response		Count	1	1	1	3
		% within Level of Education	.8%	.3%	.5%	.4%
Total		Count	133	352	190	675
		% within Level of Education	100.0%	100.0%	100.0%	100.0%

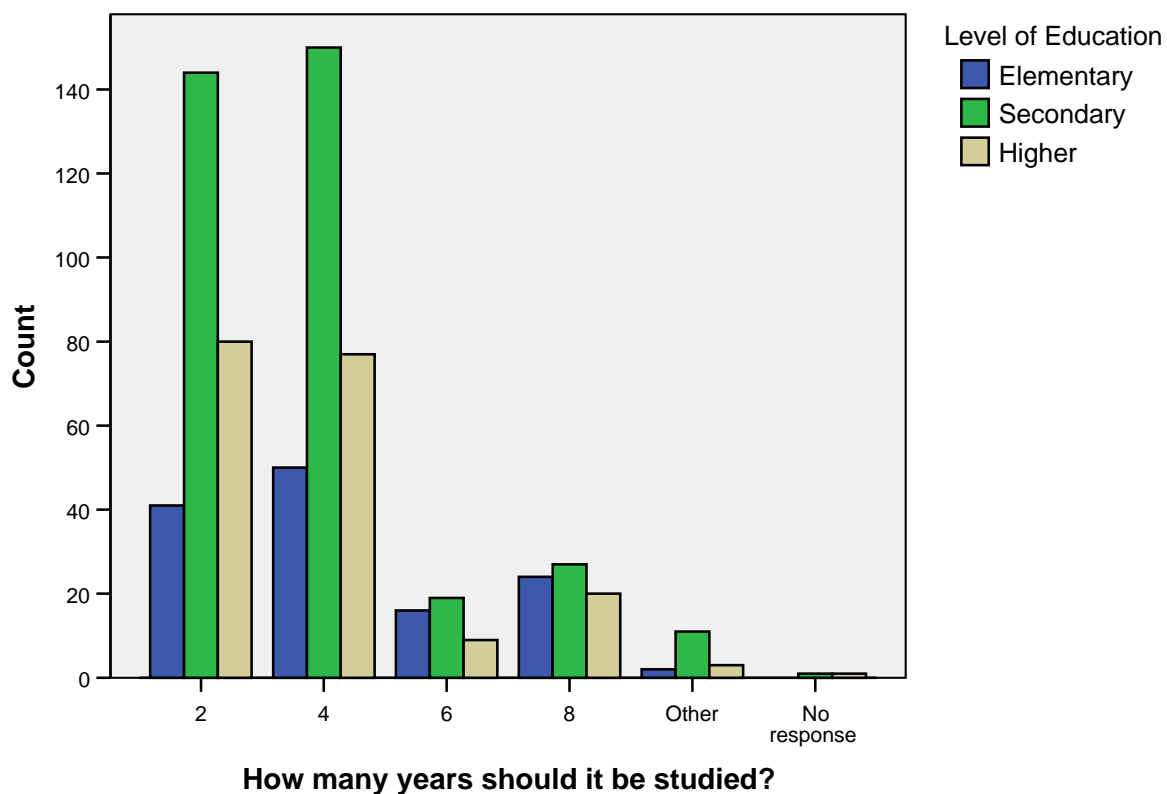
Bar Chart



How many years should it be studied? * Level of Education Crosstabulation

			Level of Education			Total
			Elementary	Secondary	Higher	
How many years should it be studied?	2	Count	41	144	80	265
		% within Level of Education	30.8%	40.9%	42.1%	39.3%
	4	Count	50	150	77	277
		% within Level of Education	37.6%	42.6%	40.5%	41.0%
	6	Count	16	19	9	44
		% within Level of Education	12.0%	5.4%	4.7%	6.5%
	8	Count	24	27	20	71
		% within Level of Education	18.0%	7.7%	10.5%	10.5%
	Other	Count	2	11	3	16
		% within Level of Education	1.5%	3.1%	1.6%	2.4%
	No response	Count	0	1	1	2
		% within Level of Education	.0%	.3%	.5%	.3%
Total		Count	133	352	190	675
		% within Level of Education	100.0%	100.0%	100.0%	100.0%

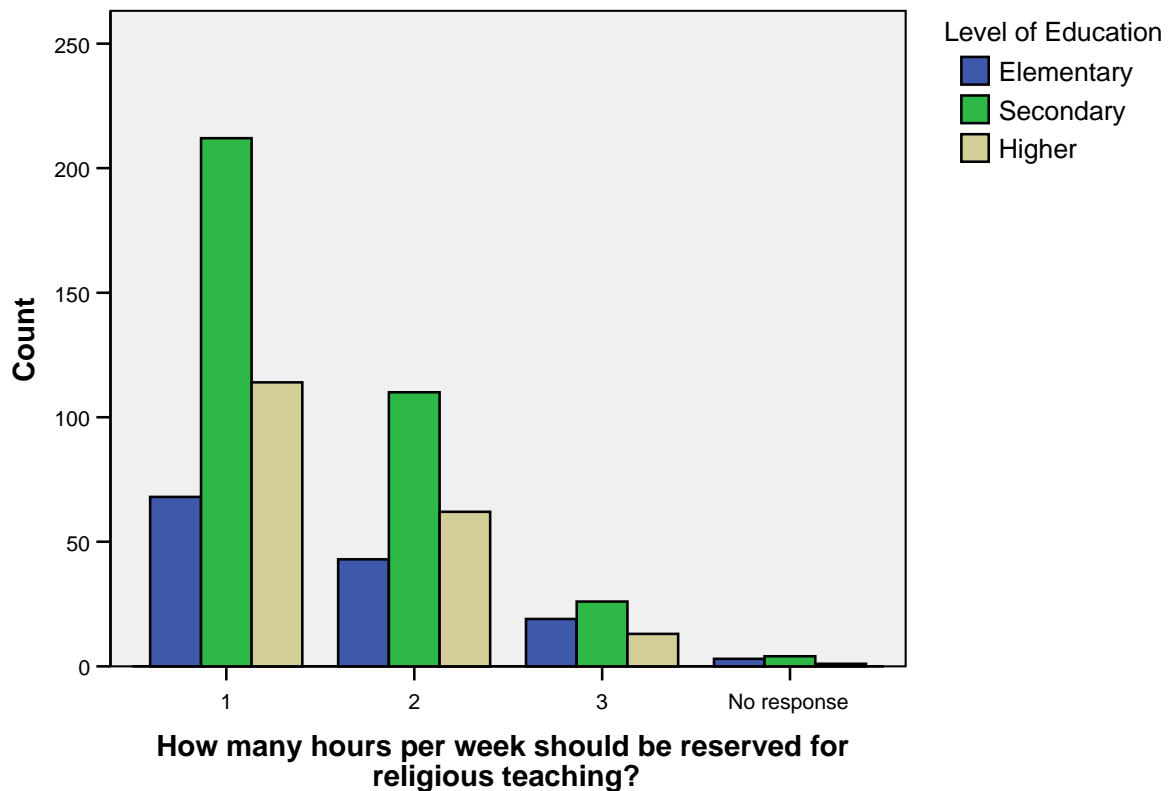
Bar Chart



any hours per week should be reserved for religious teaching? * Level of Education Crosstab

		Level of Education			Total
		Elementary	Secondary	Higher	
How many hours per week should be reserved for religious teaching?	1	Count 68 % within Level of Education 51.1%	Count 212 % within Level of Education 60.2%	Count 114 % within Level of Education 60.0%	Count 394 % within Level of Education 58.4%
	2	Count 43 % within Level of Education 32.3%	Count 110 % within Level of Education 31.3%	Count 62 % within Level of Education 32.6%	Count 215 % within Level of Education 31.9%
	3	Count 19 % within Level of Education 14.3%	Count 26 % within Level of Education 7.4%	Count 13 % within Level of Education 6.8%	Count 58 % within Level of Education 8.6%
	No response	Count 3 % within Level of Education 2.3%	Count 4 % within Level of Education 1.1%	Count 1 % within Level of Education .5%	Count 8 % within Level of Education 1.2%
Total		Count 133 % within Level of Education 100.0%	Count 352 % within Level of Education 100.0%	Count 190 % within Level of Education 100.0%	Count 675 % within Level of Education 100.0%

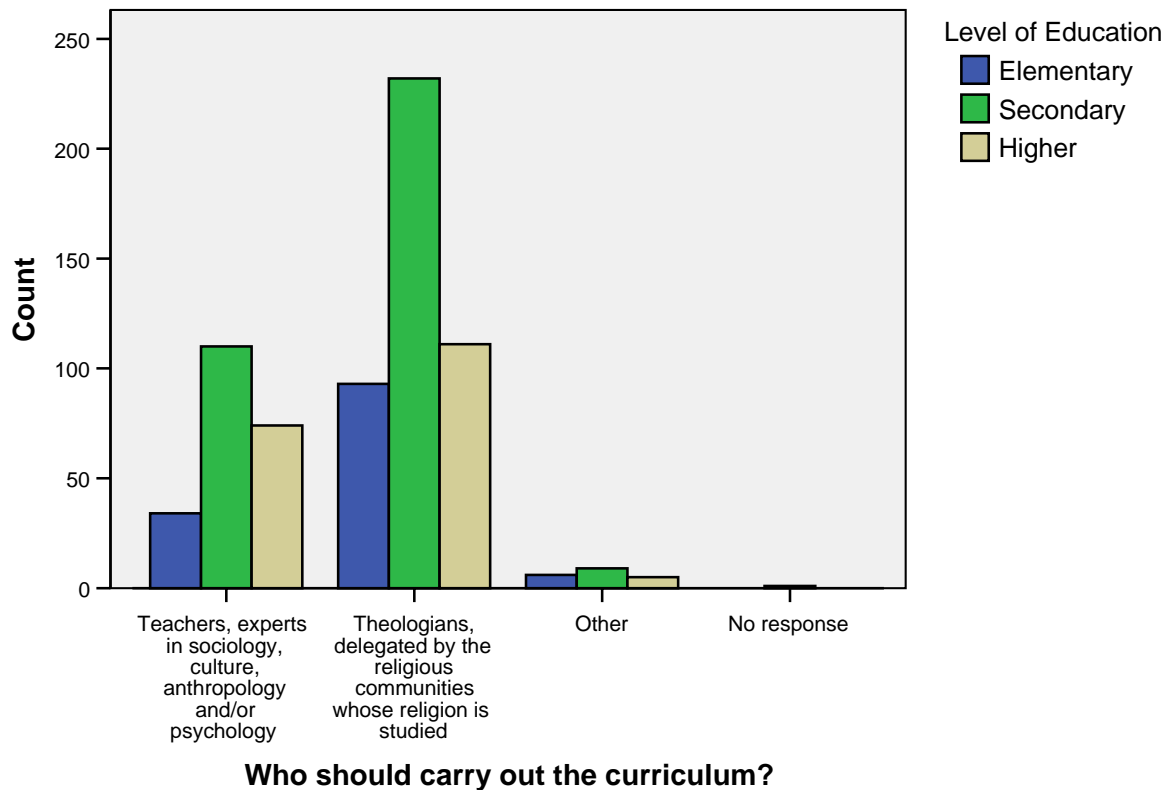
Bar Chart



Who should carry out the curriculum? * Level of Education Crosstabulation

			Level of Education			Total
			Elementary	Secondary	Higher	
Who should carry out the curriculum?	Teachers, experts in sociology, culture, anthropology and/or psychology	Count	34	110	74	218
		% within Level of Education	25.6%	31.3%	38.9%	32.3%
	Theologians, delegated by the religious communities whose religion is studied	Count	93	232	111	436
		% within Level of Education	69.9%	65.9%	58.4%	64.6%
	Other	Count	6	9	5	20
		% within Level of Education	4.5%	2.6%	2.6%	3.0%
	No response	Count	0	1	0	1
		% within Level of Education	.0%	.3%	.0%	.1%
Total		Count	133	352	190	675
		% within Level of Education	100.0%	100.0%	100.0%	100.0%

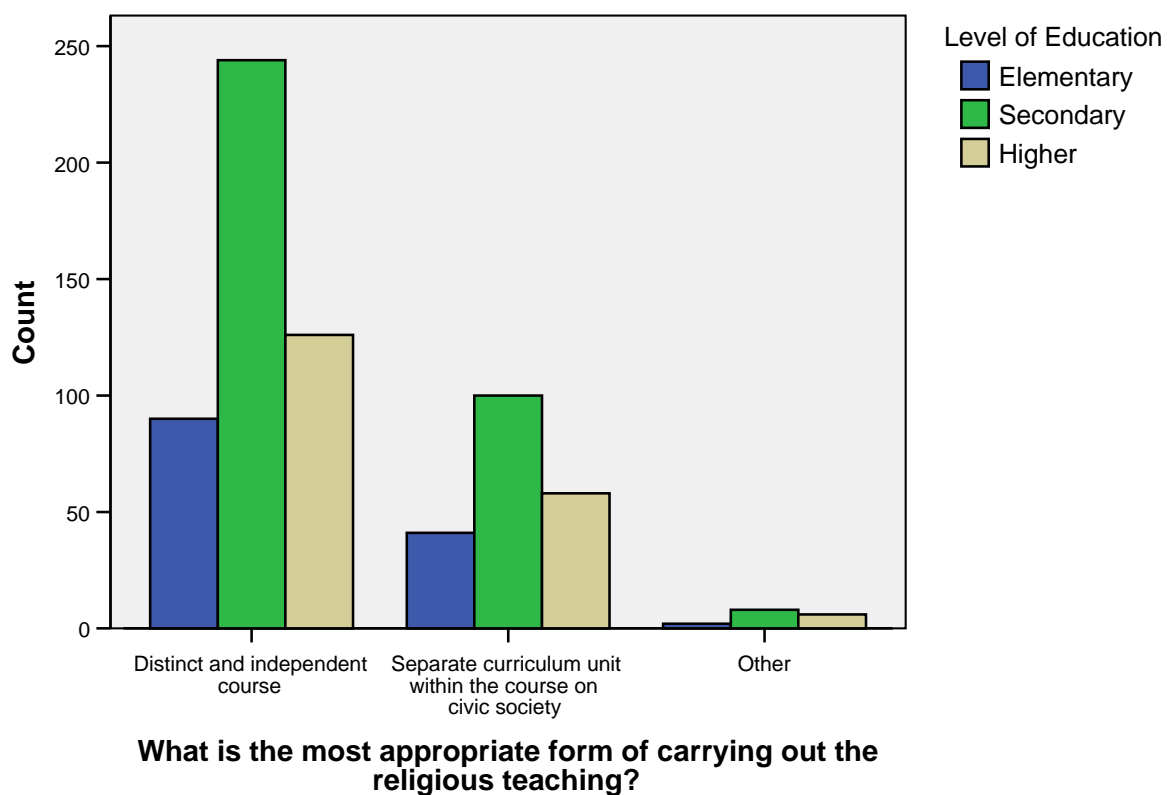
Bar Chart



he most appropriate form of carrying out the religious teaching? * Level of Education Crossta

			Level of Education			Total
			Elementary	Secondary	Higher	
What is the most appropriate form of carrying out the religious teaching?	Distinct and independent course	Count	90	244	126	460
		% within Level of Education	67.7%	69.3%	66.3%	68.1%
	Separate curriculum unit within the course on civic society	Count	41	100	58	199
		% within Level of Education	30.8%	28.4%	30.5%	29.5%
	Other	Count	2	8	6	16
		% within Level of Education	1.5%	2.3%	3.2%	2.4%
Total	Count	133	352	190	675	
	% within Level of Education	100.0%	100.0%	100.0%	100.0%	

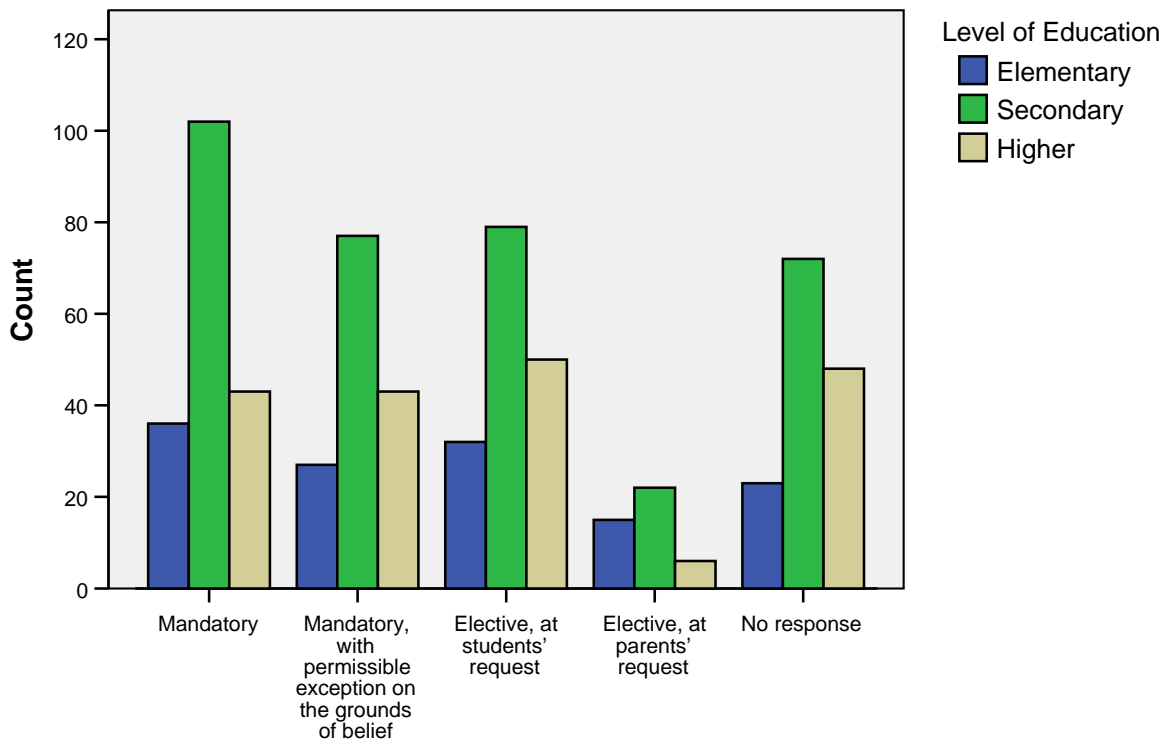
Bar Chart



What kind of course should the religious teaching be? * Level of Education Crosstabulation

			Level of Education			Total
			Elementary	Secondary	Higher	
What kind of course should the religious teaching be?	Mandatory	Count	36	102	43	181
		% within Level of Education	27.1%	29.0%	22.6%	26.8%
	Mandatory, with permissible exception on the grounds of belief	Count	27	77	43	147
		% within Level of Education	20.3%	21.9%	22.6%	21.8%
	Elective, at students' request	Count	32	79	50	161
		% within Level of Education	24.1%	22.4%	26.3%	23.9%
	Elective, at parents' request	Count	15	22	6	43
		% within Level of Education	11.3%	6.3%	3.2%	6.4%
	No response	Count	23	72	48	143
		% within Level of Education	17.3%	20.5%	25.3%	21.2%
Total		Count	133	352	190	675
		% within Level of Education	100.0%	100.0%	100.0%	100.0%

Bar Chart

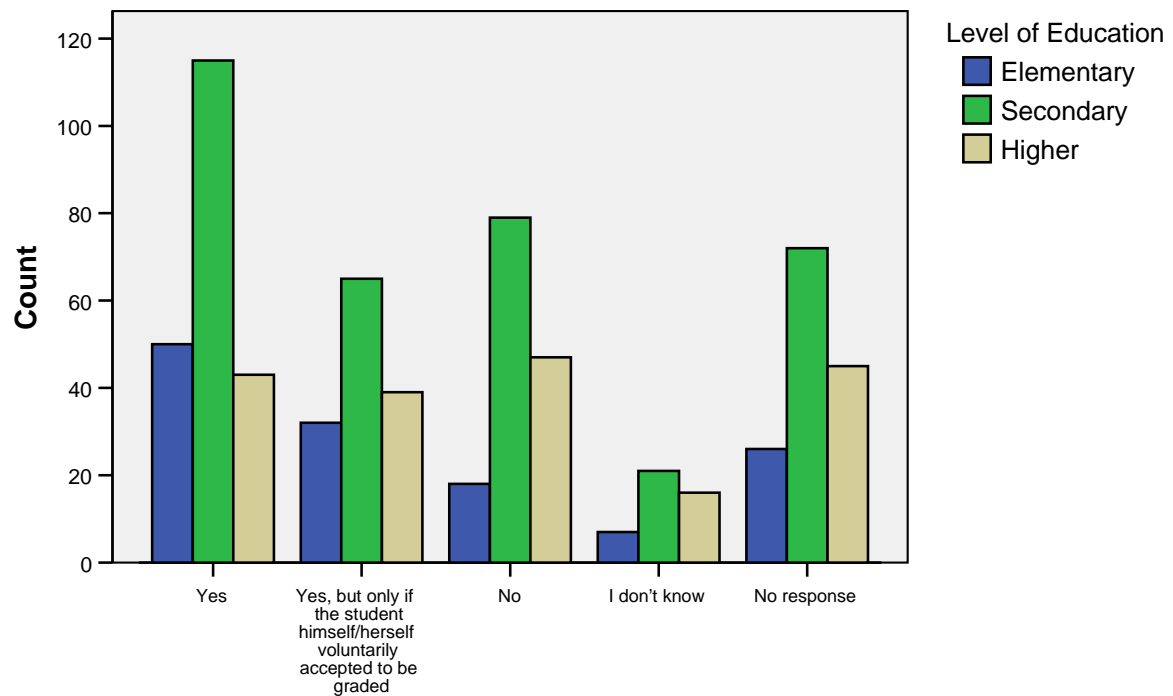


What kind of course should the religious teaching be?

ould the knowledge acquired in the course of religious teaching be graded? * Level of Education Crosstabulation

			Level of Education			Total
			Elementary	Secondary	Higher	
Should the knowledge acquired in the course of religious teaching be graded?	Yes	Count % within Level of Education	50 37.6%	115 32.7%	43 22.6%	208 30.8%
	Yes, but only if the student himself/herself voluntarily accepted to be graded	Count % within Level of Education	32 24.1%	65 18.5%	39 20.5%	136 20.1%
	No	Count % within Level of Education	18 13.5%	79 22.4%	47 24.7%	144 21.3%
	I don't know	Count % within Level of Education	7 5.3%	21 6.0%	16 8.4%	44 6.5%
	No response	Count % within Level of Education	26 19.5%	72 20.5%	45 23.7%	143 21.2%
Total		Count % within Level of Education	133 100.0%	352 100.0%	190 100.0%	675 100.0%

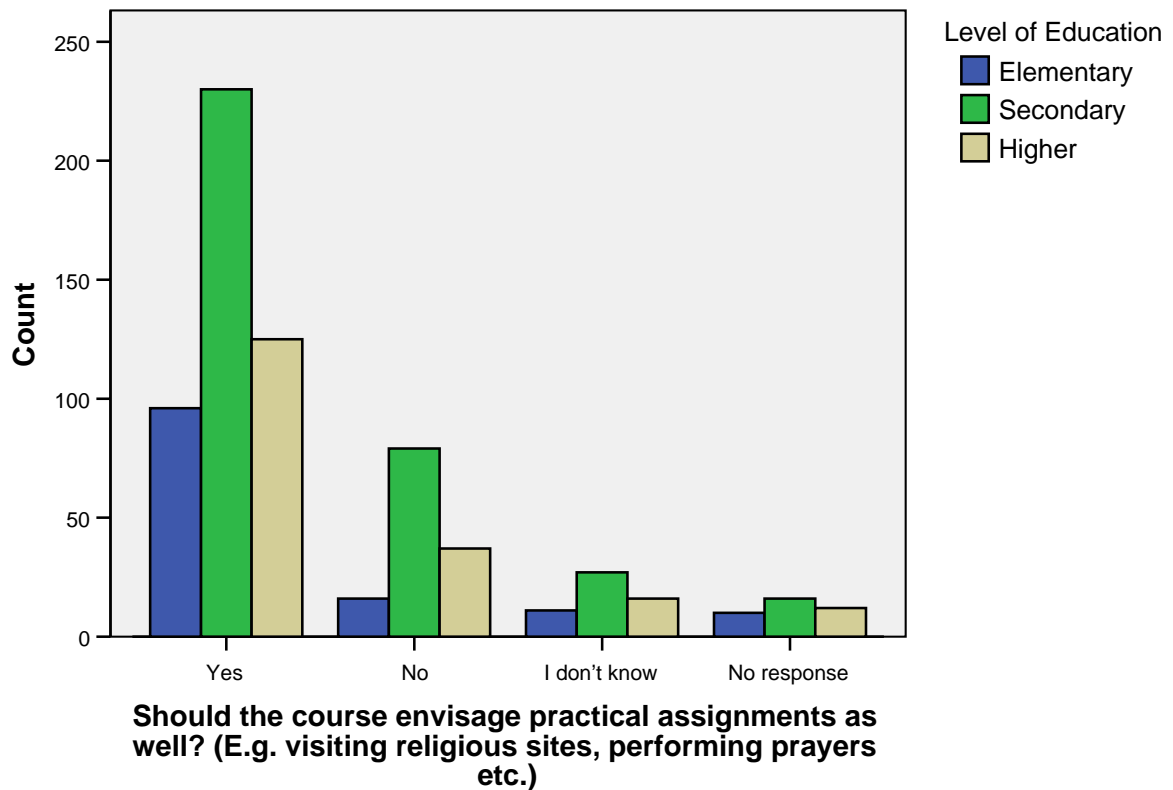
Bar Chart



d the course envisage practical assignments as well? (E.g. visiting religious sites, performing prayer:
 * Level of Education Crosstabulation

			Level of Education			Total
			Elementary	Secondary	Higher	
Should the course envisage practical assignments as well? (E.g. visiting religious sites, performing prayers etc.)	Yes	Count	96	230	125	451
		% within Level of Education	72.2%	65.3%	65.8%	66.8%
	No	Count	16	79	37	132
		% within Level of Education	12.0%	22.4%	19.5%	19.6%
	I don't know	Count	11	27	16	54
		% within Level of Education	8.3%	7.7%	8.4%	8.0%
	No response	Count	10	16	12	38
		% within Level of Education	7.5%	4.5%	6.3%	5.6%
Total		Count	133	352	190	675
		% within Level of Education	100.0%	100.0%	100.0%	100.0%

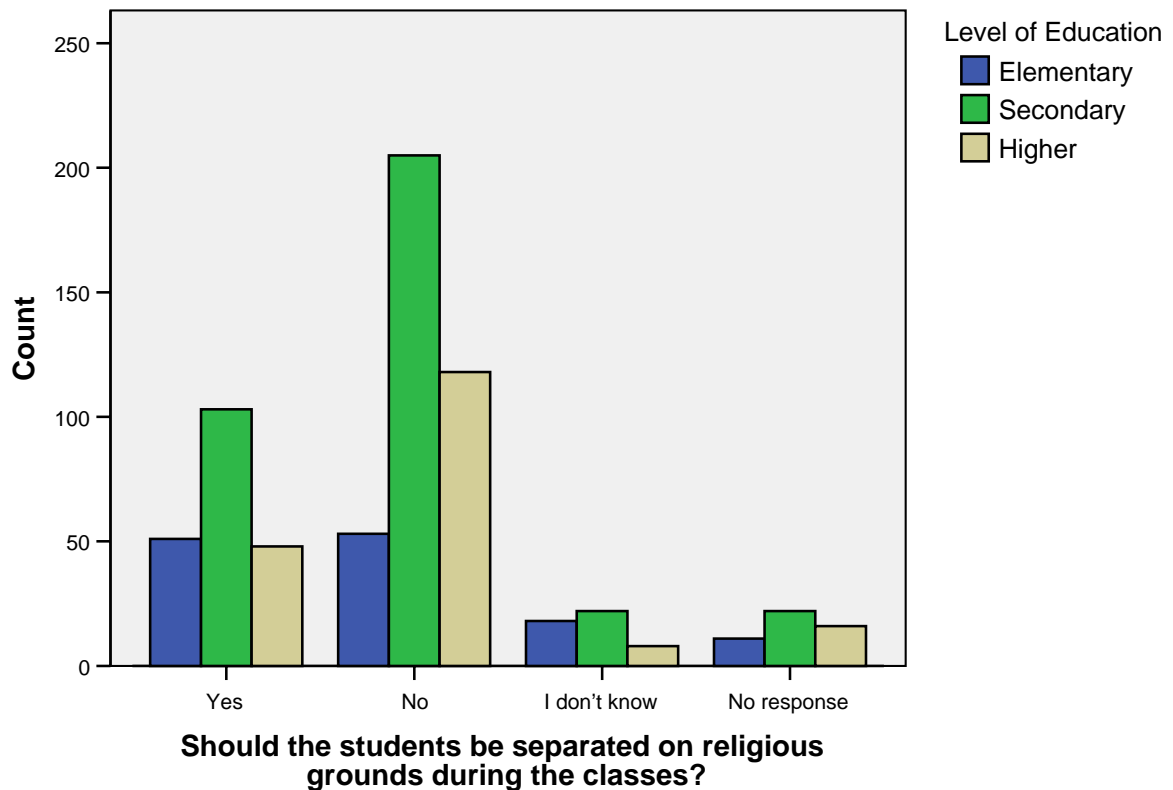
Bar Chart



Should the students be separated on religious grounds during the classes? * Level of Education
Crosstabulation

			Level of Education			Total
			Elementary	Secondary	Higher	
Should the students be separated on religious grounds during the classes?	Yes	Count	51	103	48	202
		% within Level of Education	38.3%	29.3%	25.3%	29.9%
	No	Count	53	205	118	376
		% within Level of Education	39.8%	58.2%	62.1%	55.7%
	I don't know	Count	18	22	8	48
		% within Level of Education	13.5%	6.3%	4.2%	7.1%
	No response	Count	11	22	16	49
		% within Level of Education	8.3%	6.3%	8.4%	7.3%
Total		Count	133	352	190	675
		% within Level of Education	100.0%	100.0%	100.0%	100.0%

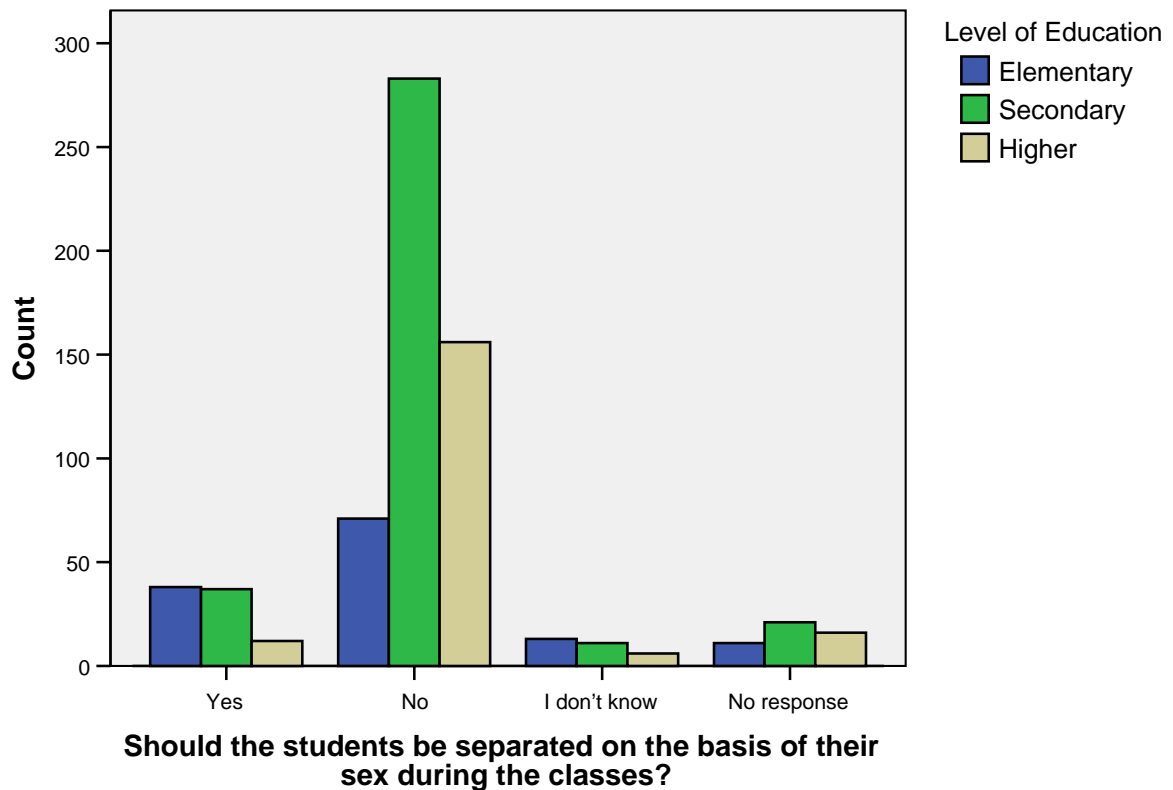
Bar Chart



Should the students be separated on the basis of their sex during the classes? * Level of Education
Crosstabulation

			Level of Education			Total
			Elementary	Secondary	Higher	
Should the students be separated on the basis of their sex during the classes?	Yes	Count	38	37	12	87
		% within Level of Education	28.6%	10.5%	6.3%	12.9%
	No	Count	71	283	156	510
		% within Level of Education	53.4%	80.4%	82.1%	75.6%
	I don't know	Count	13	11	6	30
		% within Level of Education	9.8%	3.1%	3.2%	4.4%
	No response	Count	11	21	16	48
		% within Level of Education	8.3%	6.0%	8.4%	7.1%
Total		Count	133	352	190	675
		% within Level of Education	100.0%	100.0%	100.0%	100.0%

Bar Chart

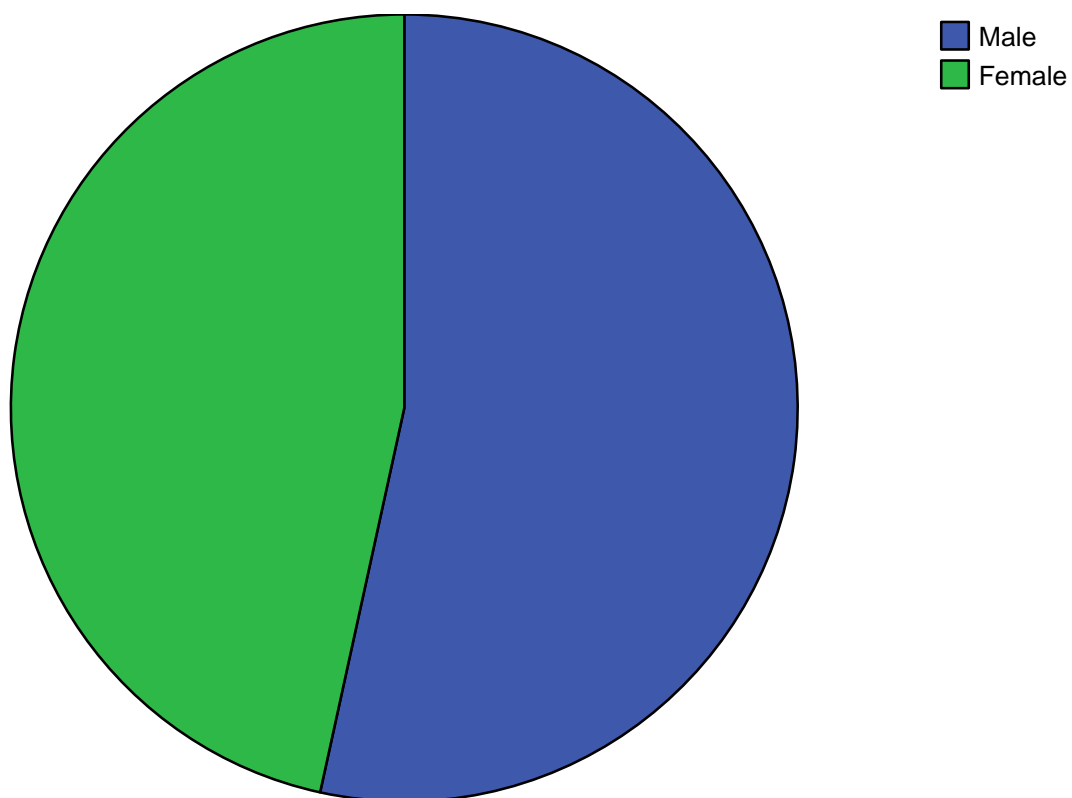


Appendix: SAMPLE BREAKDOWN & QUESTIONNAIRE

Sex

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	561	53.4	53.4	53.4
	Female	489	46.6	46.6	100.0
	Total	1050	100.0	100.0	

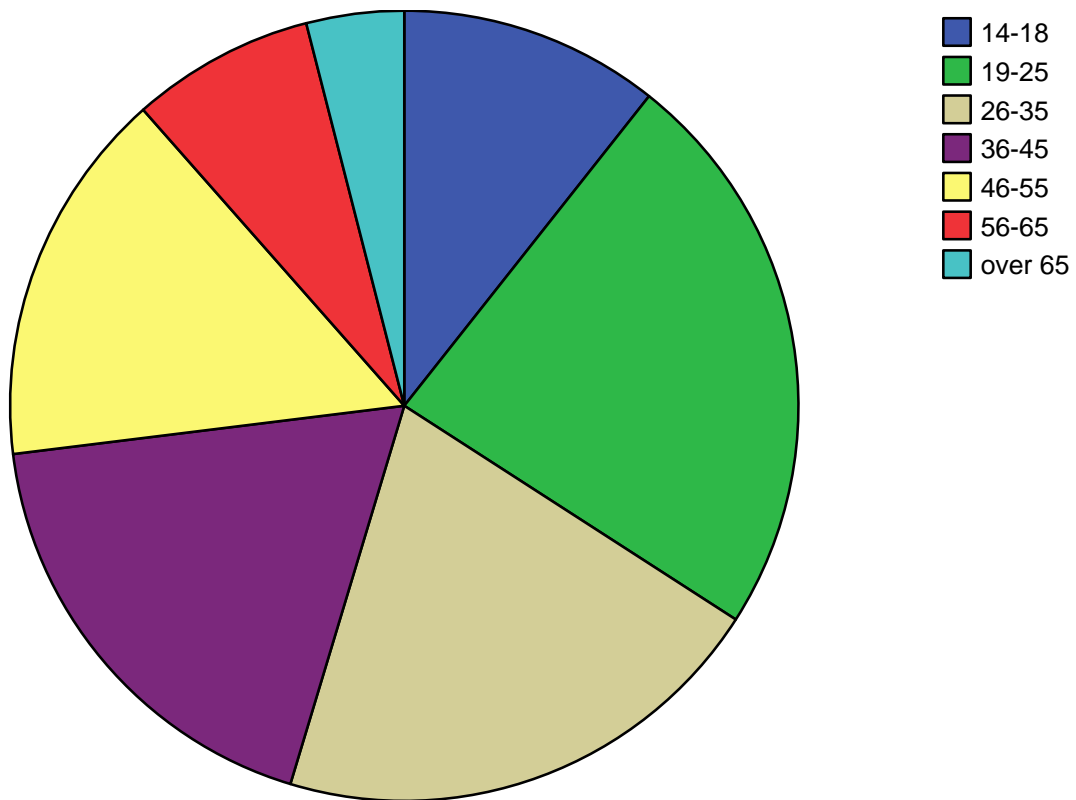
Sex



Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	14-18	112	10.7	10.7	10.7
	19-25	246	23.4	23.4	34.1
	26-35	216	20.6	20.6	54.7
	36-45	193	18.4	18.4	73.0
	46-55	162	15.4	15.4	88.5
	56-65	79	7.5	7.5	96.0
	over 65	42	4.0	4.0	100.0
	Total	1050	100.0	100.0	

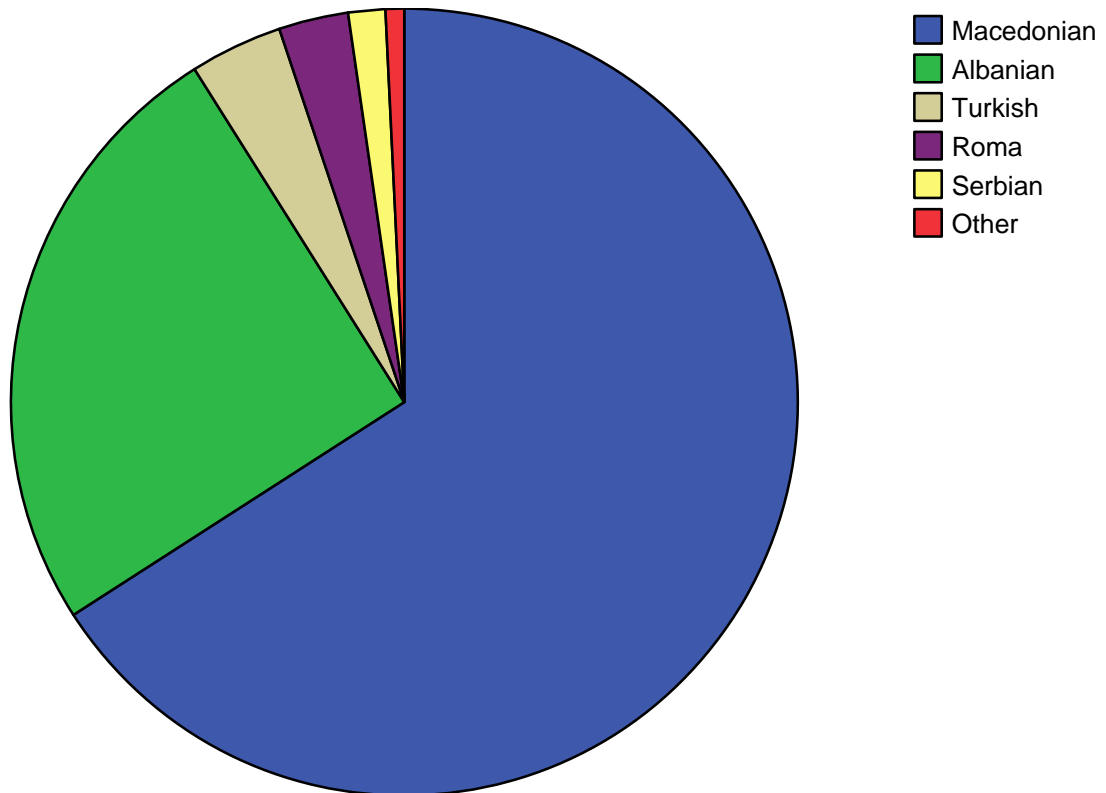
Age



Ethnic Belonging

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Macedonian	692	65.9	65.9	65.9
	Albanian	264	25.1	25.1	91.0
	Turkish	40	3.8	3.8	94.9
	Roma	30	2.9	2.9	97.7
	Serbian	16	1.5	1.5	99.2
	Other	8	.8	.8	100.0
	Total	1050	100.0	100.0	

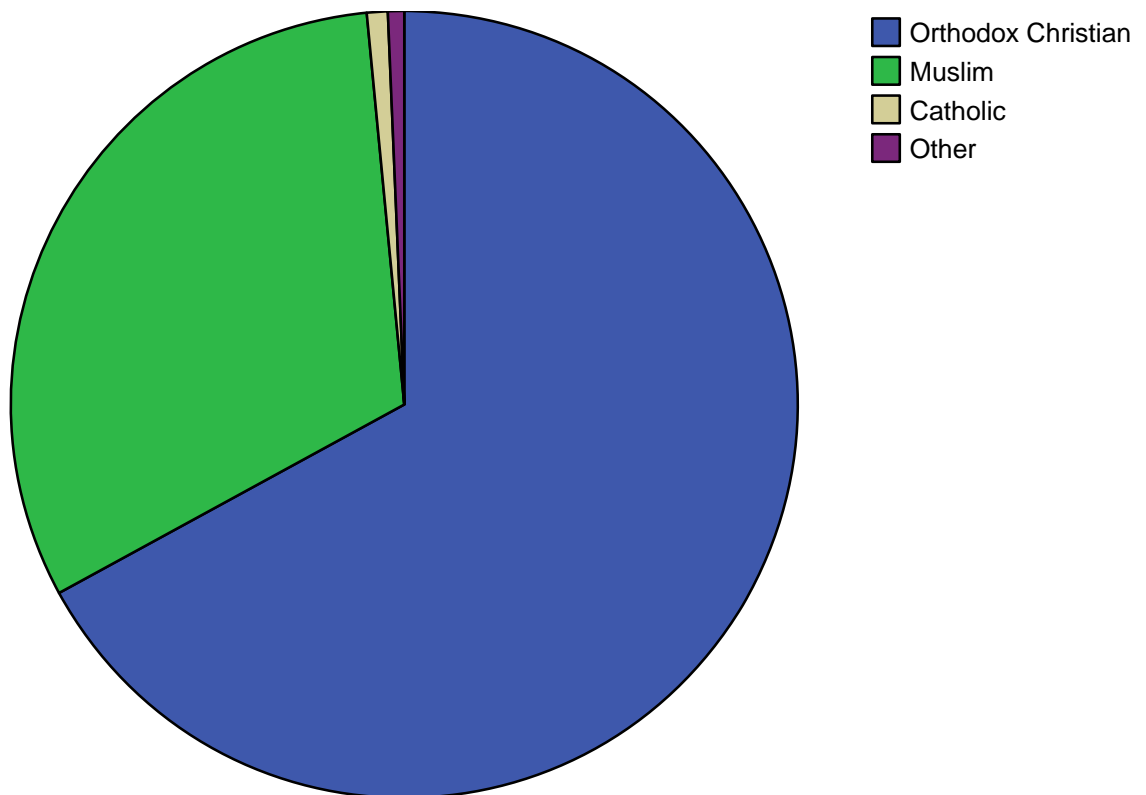
Ethnic Belonging



Religion

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Orthodox Christian	704	67.0	67.0	67.0
	Muslim	330	31.4	31.4	98.5
	Catholic	9	.9	.9	99.3
	Other	7	.7	.7	100.0
	Total	1050	100.0	100.0	

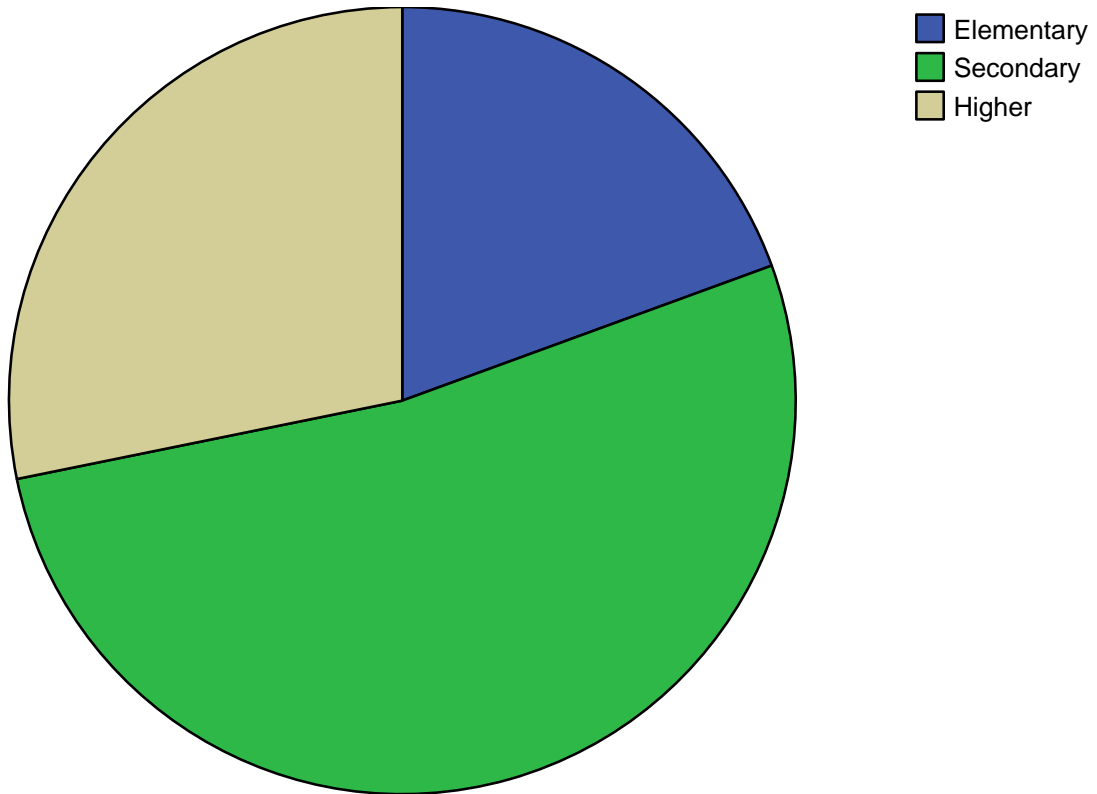
Religion



Level of Education

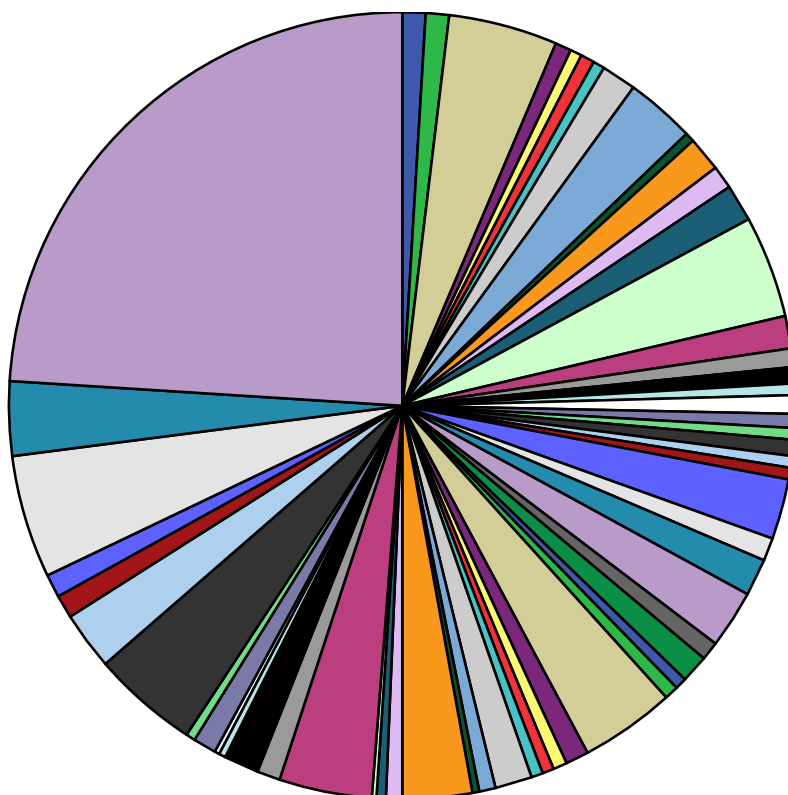
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Elementary	204	19.4	19.4	19.4
	Secondary	550	52.4	52.4	71.8
	Higher	296	28.2	28.2	100.0
	Total	1050	100.0	100.0	

Level of Education



Place					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Aracinovo	10	1.0	1.0	1.0
	Berovo	10	1.0	1.0	1.9
	Bitola	47	4.5	4.5	6.4
	bogdanci	7	.7	.7	7.0
	Vasilovo	5	.5	.5	7.5
	Brvenica	6	.6	.6	8.1
	Valandovo	5	.5	.5	8.6
	Vasilevo	15	1.4	1.4	10.0
	Veles	30	2.9	2.9	12.9
	Vevcani	4	.4	.4	13.2
	Vinica	15	1.4	1.4	14.7
	Vrapciste	10	1.0	1.0	15.6
	Gevgelija	16	1.5	1.5	17.1
	Gostivar	44	4.2	4.2	21.3
	Debar	14	1.3	1.3	22.7
	Delcevo	8	.8	.8	23.4
	Demir Kapija	7	.7	.7	24.1
	Demir Hisar	5	.5	.5	24.6
	Dojran	8	.8	.8	25.3
	Dolneni	6	.6	.6	25.9
	Zelino	5	.5	.5	26.4
	Zajas	7	.7	.7	27.0
	Ilinden	5	.5	.5	27.5
	Jegonovce	5	.5	.5	28.0
	Kavadarci	26	2.5	2.5	30.5
	Kamenjane	10	1.0	1.0	31.4
	Kicevo	16	1.5	1.5	33.0
	Kocani	25	2.4	2.4	35.3
	Kratovo	8	.8	.8	36.1
	Kriva Palanka	12	1.1	1.1	37.2
	Krivogastani	5	.5	.5	37.7
	Krusevo	6	.6	.6	38.3
	Kumanovo	41	3.9	3.9	42.2
	Lipkovo	10	1.0	1.0	43.1
	Mak. Kamenica	6	.6	.6	43.7
	Mak. Brod	5	.5	.5	44.2
	Mavrovo	5	.5	.5	44.7
	Negotino	16	1.5	1.5	46.2
	Novo Selo	7	.7	.7	46.9
	Oslomej	3	.3	.3	47.1
	Ohrid	30	2.9	2.9	50.0
	Petrovec	7	.7	.7	50.7
	Pehcevo	4	.4	.4	51.0
	Plasnica	2	.2	.2	51.2
	Prilep	40	3.8	3.8	55.0
	Probistip	10	1.0	1.0	56.0
	Radovis	15	1.4	1.4	57.4
	Resen	3	.3	.3	57.7
	Rosoman	2	.2	.2	57.9
	Sveti Nikole	10	1.0	1.0	58.9
	Sopiste	4	.4	.4	59.2
	Struga	46	4.4	4.4	63.6
	Strumica	25	2.4	2.4	66.0
	Studenicani	10	1.0	1.0	67.0
	Tearce	10	1.0	1.0	67.9
	Tetovo	53	5.0	5.0	73.0
	Stip	32	3.0	3.0	76.0
	Skopje	252	24.0	24.0	100.0
	Total	1050	100.0	100.0	

Place



- | | |
|--------------|---------------|
| Aracinovo | Kriva Palanka |
| Berovo | Krivogastani |
| Bitola | Krusevo |
| bogdanci | Kumanovo |
| Vasilovo | Lipkovo |
| Brvenica | Mak. Kamenica |
| Valandovo | Mak. Brod |
| Vasilevo | Mavrovo |
| Veles | Negotino |
| Vevcani | Novo Selo |
| Vinica | Oslomej |
| Vrapciste | Ohrid |
| Gevgelija | Petrovec |
| Gostivar | Pehcevo |
| Debar | Plasnica |
| Delcevo | Prilep |
| Demir Kapija | Probistip |
| Demir Hisar | Radovis |
| Dojran | Resen |
| Dolneni | Rosoman |
| Zelino | Sveti Nikole |
| Zajas | Sopiste |
| Ilinden | Struga |
| Jegonovce | Strumica |
| Kavadarci | Studenicani |
| Kamenjane | Tearce |
| Kicevo | Tetovo |
| Kocani | Stip |
| Kratovo | Skopje |

Introducing Religious Education in the Public Education System

Questionnaire

1. Should Religious Teaching be introduced in the Public Education System of the Republic of Macedonia?

- 1) Yes
- 2) No
- 3) I don't know

1	2	3	4	5	6	7	8	9	10

2. What should be the main purpose of introducing religious teaching in the public education system ?

- 1) Restoring the spiritual and moral integrity of the people
- 2) Reinforcing mutual tolerance and respect for human rights
- 3) Preserving the religious communities and continuation of religious legacy and mores
- 4) Contributing to the creation of versatile and industrious citizens that will intensify the economic development of the country
- 5) Other, namely,

1	2	3	4	5	6	7	8	9	10

3. Which component of religious teaching should be emphasized?

- 1) Learning Religion
- 2) Learning about Religion
- 3) Learning from Religion
- 4) Other, namely,

1	2	3	4	5	6	7	8	9	10

The examinees who have answered "1) Learning Religion" carry on with questions 5,6,7,10,11,12,13,14,15,16,17,18. The rest follows the pre-established order of questions.

4. What should the curriculum embrace?

- 1) Studying a single religion only
- 2) Studying the major domestic religions

- 3) Studying the worldly established religions
- 4) As many religions and religious beliefs as possible
- 5) Other, namely,

1	2	3	4	5	6	7	8	9	10

5. On which level of education should the religious teaching be introduced?

- 1) Lower classes of elementary school
- 2) Upper classes of elementary school
- 3) Lower classes of secondary school
- 4) Other, namely,

1	2	3	4	5	6	7	8	9	10

6. How many years should it be studied?

- 1) 2
- 2) 4
- 3) 6
- 4) 8
- 5) Other, namely,

1	2	3	4	5	6	7	8	9	10

7. How many hours per week should be reserved for religious teaching?

- 1) ____, invariably
- 2) ____, in the beginning, but the number of hours should gradually ascend to ____
- 3) ____, in the beginning, but the number of hours should gradually descend to ____.

1	2	3	4	5	6	7	8	9	10

8. Who should perform the curriculum?

- 1) Teachers, experts in sociology, culture, anthropology and/or psychology
- 2) Theologians, delegated by the religious communities whose religion is studied.

3) Other, namely

1	2	3	4	5	6	7	8	9	10

9. Which is the most appropriate form of carrying out the religious teaching?

- 1) Distinct and independent course
- 2) Separate curriculum unit within the course on civic society
- 3) Other, namely,

1	2	3	4	5	6	7	8	9	10

The examinees who have answered "Separate curriculum unit within the course on civic society" carry on with questions 12,15,16,17,18. The rest follows the pre-established order of questions.

10. What kind of course should the religious teaching be?

- 1) Mandatory
- 2) Mandatory, with permissible exemption on the grounds of belief
- 3) Elective, at students' request (beyond age of ____)
- 4) Elective, at parents' request

1	2	3	4	5	6	7	8	9	10

11. Should the knowledge acquired in the course of religious teaching be graded?

- 1) Yes
- 2) Yes, but only if the student himself/herself voluntarily accepted to be graded
- 3) No
- 4) I don't know

1	2	3	4	5	6	7	8	9	10

12. Should the course envisage practical assignments as well? (E.g. visiting religious sites, performing prayers etc.)

- 1) Yes
- 2) No

3) I don't know

1	2	3	4	5	6	7	8	9	10

13. Should the students be separated on religious grounds during the classes?

- 1) Yes
- 2) No
- 3) I don't know

1	2	3	4	5	6	7	8	9	10

14. Should the students be separated on the basis of their sex during the classes?

- 1) Yes
- 2) No
- 3) I don't know

1	2	3	4	5	6	7	8	9	10

15. Sex

- 1) Male
- 2) Female

1	2	3	4	5	6	7	8	9	10

16. Age

- 1) 14-18
- 2) 19-25
- 3) 26-35
- 4) 36-45
- 5) 46-55
- 6) 56-65
- 7) Over 65

1	2	3	4	5	6	7	8	9	10

17. Ethnic Belonging

- 1) Macedonian
- 2) Albanian
- 3) Turkish
- 4) Roma
- 5) Serbian
- 6) Other

1	2	3	4	5	6	7	8	9	10

18. Religion

- 1) Orthodox Christian
- 2) Muslim
- 3) Catholic
- 4) Other, namely,

1	2	3	4	5	6	7	8	9	10

19. Level of Education

- 1) Elementary Education
- 2) Secondary Education
- 3) Higher Education

1	2	3	4	5	6	7	8	9	10